DOCUMENT RESUME

ED 192 779 IR 008 858

AUTHOR Smith, Jessie Carney
TITLE Institute on Ethnic Genealogy for Librarians. Performance Report and Guide for Participants.
INSTITUTION Fisk Univ., Nashville, Tenn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 79
NOTE 153p.: Appendices 4, 5, and 7 on colored paper will not reproduce: Appendix 9 on newsprint varies in legibility.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Cultural Background: *Cultural Pluralism: Ethnic Groups: *Ethnic Origins: Higher Education: *Information Seeking: Information Sources: Institutes (Training Programs): Librarians: Library Services: *Reference Services
IDENTIFIERS *Genealogy

ABSTRACT

An institute on ethnic genealogy for librarians held by Fisk University was designed to prepare librarians to collect, preserve, interpret, and disseminate materials on ethnic genealogy to meet the needs of pluralistic communities, and to create more widespread interest in collecting and preserving materials on ethnic genealogy to support future searches. The institute program included speakers who presented examples of genealogical searches, with emphasis on the special problems of such searches for persons of mixed heritage. Five local field trips and four out-of-town trips were held to explore archives and other sources of genealogical information. Appendices contain a detailed institute planning chart, list of staff and participants, and schedule of events. Emphasis was placed throughout the institute on evaluation by participants: the evaluation forms and results are appended. Also attached are progress reports on participants' follow-up activities, institute announcements in the press, and the institute guide for participants. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED192779

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Performance Report

BEST COPY AVAILABLE

REPORT OF A LIBRARY TRAINING INSTITUTE
TITLE II-B, HEA
FISK UNIVERSITY

by

Jessie Carney Smith, Director

I200858

Library Education and Postsecondary Resources Branch
Division of Library Programs, OLLR
Department of Education
Washington, D.C.

December 14, 1979

TABLE OF CONTENTS

	Page
Introduction	1
Goals and Objectives	2
Major Changes in Program	6
Impact of the Project on Fisk's Programs	7
Evaluation	8
Unique and Innovative Features	9
Major Problems	10
Field Trips	11
Local Trips	11
Out-of-Town Trips	12
Program Scheduling	12
Key Staff	12
Conclusion	13
APPENDICES	
Appendix 1 -- Planning Chart	16
Appendix 2 -- Institute Participants	30
Appendix 3 -- Institute Staff	33
Appendix 4 -- Calendar	35
Appendix 5 -- Daily Evaluation Forms	44
Appendix 6 -- Evaluation of Out-of-Town Field Trips	50
Appendix 7 -- Final Evaluation	53
Appendix 8 -- Progress Reports & Letter from Greenwood Press	57
Appendix 9 -- Institute Announcements in the Media	67

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Introduction

Continuing its established pattern of providing library training in areas of black and/or ethnic studies librarianship, Fisk University in June, 1979 held an Institute on Ethnic Genealogy for Librarians. Supported under a grant from Title II-B, HEA, the Institute was designed to develop in librarians expertise and competency in genealogy, to enhance their service capability to patrons, and to help address an increasingly popular subject area.

The program provided the first known example of the U.S. Office of Education's involvement in genealogical training for librarians. Additionally, it awakened the American Library Association's interest in genealogical training and may well lead to an emphasis on such educational programs in library schools.

The instite was both innovative and exemplary, as it addressed several priorities given in the Federal Register (Friday, May 17, 1974) which were designed to insure library training in key areas of critical need. Included in these priorities were (1) "the attraction of minority and/or economically deprived persons into the library, media, and information science fields," (2) "the fostering and development of innovative practices to reform and revitalize the traditional systems of library and information service," and (3) "the retraining of professional librarians in the mastery of new skills and competencies, including human relations and social interaction aimed at enhancing the quality of life for ethnic groups. Thus, an introduction to genealogical research methods enabled the institute participants to develop new modes of

encouraging library research and use of various types of libraries required to obtain genealogical information. By experimenting with research on their own families (as some of the participants did), the group mastered certain skills which they may transmit to library patrons or community residents who are interested in genealogical research.

Goals and Objectives

The primary goal of the institute was to prepare 20 librarians to collect, preserve, interpret, and disseminate materials on ethnic genealogy to meet the needs of the pluralistic communities which they serve. A secondary aim was to create more widespread interest in collecting and preserving materials on ethnic genealogy to support genealogical searches in the future, whether or not such resources are deposited in libraries and archival collections or retained in personal collections. These goals were addressed through research, teaching, and practical experience (or field work) and through the realization of the following principal objectives:

1. To assist in appraising genealogical projects and in identifying the need for further library involvement by making needs assessment study before the beginning of the institute.

2. To assist in meeting an educational and a resource need by identifying and appraising existing sources on genealogical materials with emphasis on those relating more closely to ethnic groups and to local history.

3. To document the use of genealogical sources in publication by identifying at least five outstanding genealogical works on black, hispanic, Asian and native Americans.

4. To assist librarians in developing techniques to support and enhance genealogical search by drawing upon genealogical training programs already offered in other subject areas and by devising innovative techniques.

5. To train a group of 20 librarians who will use the multiplier effect to train at least 20 additional librarians or library personnel in academic, public and/or special libraries and to develop competencies in genealogical searches. As these librarians train others, it is ultimately the researcher who will become better equipped to prepare family histories.

6. To stimulate among the library profession and library schools increased interest in ethnic genealogical training, culminating in increased library activity in genealogy and in a formal course or a substantial unit of an existing course.

To meet the goals and objectives of the institute, the director and staff planned and executed a number of action steps, most of which led to the realization of these goals and objectives. The staff achieved objectives 1-3 by examining pertinent literature to determine where successful genealogical projects were being held. This provided appropriate background information which participants received in their introduction as well as in a lecture given by one of the staff members (from the Fisk library faculty). Literature which described these resources was purchased and made available to the participants and visiting staff when they arrived.

Objective 4 was achieved through a variety of ways and with the assistance of visiting staff. Some explained in detail genealogical research techniques and held workshop sessions in which participants (especially those who did not know where to begin) created family trees from the knowledge that they had of their families. Other techniques used to achieve objective 4 included holding a book party in which Carole and Norma Jean Darden, authors of Spoonbread and Strawberry Wine, showed how they traced their family through recipes; Charles Blockson, author of Black Genealogy, illustrated how he traced his family and explained the difficulties which blacks and persons of mixed lineage encounter in family searches; Beth M. Howse demonstrated how the researcher who is a librarian may find genealogical information right in his or her own library (as

she did in researching her maternal line by using the papers of the Fisk Jubilee Singers for information on her grandmother who had been one of the early Singers); Ann Shockley illustrated the variety of works in black collections which relate to black genealogy; Betty Lee Sung explained the difficulties which Asian Americans encounter in searching family lines and gave sources of primary materials; Guy D. Logsdon related the path of the Native American and identified sources for genealogical research, while several residents of the community gave an overview of their experiences in gathering photographs, tracing family lines, locating missing ancestors, etc.

To address those ethnic groups who had been excluded from the lectures and demonstrations at Fisk, and to reinforce those areas covered, three research specialists who serve the Genealogical Department of the Church of Jesus Christ of Latter-Day Saints (one of the sites visited on field trips) lectured to the group on genealogical search and research methods and resources on black Americans, Native Americans, Japanese and Chinese Americans, Chicanos/Mexican Americans (or Hispanic Americans) and Puerto Ricans. As further reinforcement for the lectures, first-hand experiences gained from the sites visited illustrated to the participants where family and local history data may be found. (This will be discussed subsequently under Field Trip Activities.) A more detailed account of program activities which led to the realization of institute goals and objectives is given in the Guide for Participants which is appended to this report.

Objective 5 was realized to some extent during the institute, but has been accomplished as the participants returned to their positions. For example, immediately after leaving the institute two participants from Mississippi Valley State College conducted a genealogical workshop on their campus, introduced the participants to genealogical search methods, and took them on field trips to sites

in Mississippi and in Atlanta. One participant from Southern University held a workshop on black genealogy. The librarian of the Ethnic Studies Center, Lincoln University (Missouri) held a one-day workshop on ethnic genealogy which was conducted by the director of the Fisk program. Another participant reported that she has received a grant from the National Endowment for the Humanities to direct genealogical training in North Carolina. Finally, the director of the Fisk institute and one staff member (also from Fisk) assisted students in genealogical research methods for a course in history, and in the spring semester of 1979-80 will give an Honor's Seminar on Genealogical Research Methodology. The director also has spurred a resident of the community who is a descendant of Nat Turner (of the slave rebellion in Virginia) to search his family lines, while the Fisk staff member mentioned above has successfully searched one of her family lines to 1790. These examples document some of the accomplishments of the institute, yet many other examples of the program's success could be given.

Objective 6 has been partially realized. The experiences described above illustrate how the library profession has increased, or has potential for increasing, its interest in ethnic genealogical training. Inasmuch as the director was the only library school faculty member (part-time) who was involved in the program, whether or not a formal course in ethnic genealogy will be realized cannot be determined at this time. Unfortunately, one participant who was a library school faculty member had been selected for the program last year. Because it was delayed, however, she was unable to attend and therefore could not introduce the course or unit in ethnic genealogy as she had proposed.

With one minor exception cited above, the institute reached the goals and objectives which were outlined in the approved application. As will be

discussed subsequently in this report (under Evaluation), the project director, the staff and the participants agree that, overall, the program's goals and objectives were reached.

Major Changes in Program

With respect to educational activities, staffing, and budgeting, changes or revisions which have been made were minimal. The program was planned and presented with a concentration on the following areas:

1. Ethnic genealogical sources in the U.S.
2. Oral history and ethnic genealogy
3. Manuscripts and archives as research resources
4. Preservation and dissemination of materials
5. Methods of genealogical search
6. Preparation of family histories.

Next, a planning chart which described the action steps to be taken to meet the related educational objectives was prepared. The chart was revised slightly before the institute began. Activities which were deleted from the program were (1) preparation of descriptive list of ethnic genealogical sources, (2) preparation of written test to assess participants' skills and competencies, and (3) discussion of copyright privileges. Activity #1 was deleted because of the generous amount and variety of published literature available; activity #2 was considered unnecessary, as most of the participants were unskilled in genealogical search methods, and activity #3 was omitted because the staff felt that the program should concentrate on those activities which were more immediately useful to the participants.

Few staff changes were made. Some of the visiting lecturers were unavailable, while the staff learned that the topics which others would discuss could

be covered more appropriately by the ethnic genealogists (specialists) who lectured to the participants at the Mormon Church library. The Tennessee State Library and Archives provided no staff for the institute, but recommended a professional genealogist who conducted a "how-to" workshop for the participants. The group also visited the State Library as a part of the field trip experiences.

While few changes have been made in the budget, the staff found that the budget level was inadequate to accommodate the increased cost of air travel for the out-of-town field trips. The amount provided for such travel was determined when fares were much lower. Overall, the staff feels that the increase in cost of goods and services made the entire budget too modest for the program as planned. However, the staff feels that the participants received very thorough training in genealogical research and rich, varied experiences which offset the meager funds which were available for operations.

Impact of the Project on Fisk's Programs

The Institute on Ethnic Genealogy for Librarians has made a significant impact on the curricular and extracurricular programs at Fisk. For example, some of the courses in history and English have drawn upon the institute's resources and staff to assist students in preparing family histories and beginning genealogical search methods. As described earlier, two of the institute staff will conduct an Honors Seminar on ethnic genealogy, and have offered to provide a series of lectures on genealogical research for groups as needed. One of Fisk's ongoing programs has been community involvement in campus activities. The institute has stimulated increased participation of community residents in genealogy, as many persons continue to call or write for information on their families or how to start family histories.

Because of the impact of the program on the institution and the community, Fisk proposes to offer an extension of the institute to local historians and librarians through a Federally funded project which will be held in the summer of 1980. The staff proposes to approach the Ethnic Heritage Studies Program for support required for the program.

Evaluation

Evaluation has been central to the operation of the program. It has been frequent, with suggestions provided on the evaluation forms used to remedy situations which might have developed, or for strengthening potentially weak areas of the program.

Participants evaluated the program at the end of each day (see pages 44-49), assessed the field trips at the end of the week's stay in town (see pages 50-52), and provided follow-up evaluation after a week of independent research (see pages 53-56). Four progress reports were required after the institute ended, each giving an appraisal of the work that was being done at the time of the report (see pages 57-64; see also sample genealogical project appended to this report).

While the daily evaluation forms give a typical response from the participants, the field trip and follow-up evaluation forms clearly illustrate the institute's success and the benefits which the program provided for the participants. The Fisk staff who served the institute noted that participant's enthusiasm was as high when the program ended as it was when the program began. Each day provided a new and interesting experience which participants discussed in informal sessions with the staff. As an added reward, the institute staff learned from the participants as well as from each other, and therefore

received a thorough course in genealogical search methods. This was especially true of the director and Jean Cazort, who met the group daily and guided them on all field trips.

As summation of the participants' general reaction to the institute, the following excerpt from one participant's letter to the institute director is appropriate:

> It far exceeded my expectations. My only reservation is that there was so much to be absorbed I fear my own limitations in assimilating all this mass information. I felt the program was extremely well planned, all the resource people were excellent and the schedule well-paced . . . . It opened many new vistas to historical research for me aside from the strictly genealogical perspective. If this was a by-product of your planning, you achieved it . . . .

Dr. Guy D. Logsdon (Choctaw-Cherokee), Director of Libraries, the University of Tulsa, served as lecturer and institute evaluator. Unfortunately his report had not been received at the time of this writing. As soon as his report arrives, it will be forwarded to the Division of Library Programs, OLLR, as an appendix to the director's Performance Report.

Unique and Innovative Features

While the staff and participants agree that the institute itself was unique and innovative, several activities stand out as especially interesting and different approaches to genealogical instruction. These are

1. The appearance of Karen Farmer as keynote speaker. Ms. Farmer is the first acknowledged black member of the Daughters of the American Revolution and brought to the group an interesting account of the requirements for membership in the DAR, problems encountered in her genealogical research, and other information.

2. The presentation of a book party in which two different genealogical works were discussed with the participants and a public audience. The first, Spoonbread and Strawberry Wine: Recipes and Reminiscences of a Family illustrated how the authors (two sisters) traced their family through recipes. The second,

Black Genealogy, showed the problems which one faces in black genealogical research and presented some of the difficulties which the author experienced in searching his family lines.

3. A visit to the Genealogical Department, The Church of Jesus Christ of Latter-Day Saints Library, Salt Lake City, Utah, which is perhaps the world's largest repository of genealogical materials. Increasingly, the library collects materials on ethnic groups and has a global filming project to gather additional papers. Research specialists assisted the participants in completing a research project which the specialist assigned, or which the participant chose to pursue.

4. Willingness of Greenwood Press to publish works which grew out of the institute (see attached letter, page 65). It must be noted, however, that all of the papers which will be published will be new documents which encompass some of the ideas presented during the program but with additional information.

Major Problems

Major problems which the institute faced were the result of the year's delay in sponsoring the program. As mentioned earlier, the cost of operations, air fare, supplies, and other items resulted in a tight budget and may well have caused the director to exceed the budget (this will be determined in the final fiscal report which is in progress). Many of the items circulated during the week of lectures should have been copied as instructional materials and distributed to participants; however, in view of the limited funds available for copying this could not be done. It is reasonable to conclude that the institute accomplished its goals and objectives despite this limitation.

Once the decision had been made to postpone the program from the summer of 1978 to 1979, pre-program planning and publicity presented no difficulties. As pages 67-74 illustrate, the program received wide publicity and attracted considerable interest from persons who could not attend, but who wanted the results of the program. Participant selection presented a problem; however, as some of the applicants who had been selected to participate in 1978 were unable to attend in 1979. On the other hand, some who were unable to come in 1978 were accepted

for the program the next year. Because several persons dropped out of the program at the last minute, some substitutions had to be made, with the final number totaling 19 rather than 20 as planned.

Field Trips

Five local field trips and six out-of-town field trips were planned. Some of the trips were not originally scheduled, but were added as the program progressed. Field trips taken and their usefulness to the participants were as follows:

Local Trips

1. Tennessee State Library and Archives. Archivists of the library lectured to the group on the sources of genealogical research materials, emphasizing those that may be overlooked by anyone other than a professional genealogist or scholar in history. Unique materials (Civil War records, etc.) were previewed.

2. Overton Hill Civil War Battle of Nashville. This was a drive-by tour only, and illustrated types of historic sites which one may find in his or her hometown.

3. Fort Negley. This was also a drive-by tour and served the same purpose as #2.

4. Nashville City Cemetery. Showed participants the burial sites of some of the Fisk Jubilee Singers and Nashville's city fathers. Headstones illustrated the type of information which may be useful to the genealogist.

5. National Cemetery (Civil War section). Illustrated burial sites of more than 2,000 "colored troops" of the Civil War and showed how the sites may be used for genealogical information. Historian Dr. Bobby Lovett, member of the institute staff, accompanied the group on all local field trips and gave a thorough account of the importance of each site. The institute director also accompanied the group on the field trips. An observer who attended the opening session of the institute joined the group on all out-of-town field trips.

Out-of-Town Trips

1. Genealogical Section, Library of Congress (Washington, D.C.). This trip was added after the institute began, as the staff realized the importance of the Library of Congress to the genealogical researcher. A staff member took the group on a tour of the stack area where genealogical materials are housed, introduced the group to the genealogical reference area, and guided participants in their research work.

2. Association for the Study of Afro-American Life and History (Washington, D.C.). The Director of ASALH lectured on problems of research in black genealogy and discussed the work of the Association and its importance to black history.

3. National Genealogical Society Library (Washington, D.C.). The librarian discussed the holdings of NGSL, its usefulness for genealogical research, and invited participants to send family histories to the library as they were completed.

4. Moorland-Spingarn Research Center, Howard University (Washington, D.C.). The staff presented a slide showing of the library's holdings and activities, and emphasized the materials housed there which relate to genealogy. Participants were provided time to use the resources for their projects.

Program Scheduling

As mentioned previously, the institute was postponed from summer of 1978 to summer 1979. The delay was necessary because of the short turn-around time from notification of the grant award to the scheduled dates for the institute. Moreover, many persons who were interested in attending were unable to come on short notice. Thus, as the program was rescheduled, the Planning Chart (pages 15-29) was revised, with all activities delayed until 1979. The staff believes that the additional time enabled them to plan a more successful program. Adjustments were made in timing only, as basically the original plan was followed.

Key Staff

As the program was rescheduled, some substitutions in key staff were made. These changes presented no problems; rather, they resulted in a much more exciting and effective program. The changes enabled the institute to bring

ERRATA

PAGE 12, Out-of-Town Trips. Add the following:

5. Genealogical Department, The Church of Jesus Christ of Latter-Day Saints Library, Salt Lake City, Utah. Research specialists in the areas of ethnic genealogy with which the institute was concerned lectured to participants and guided them in genealogical research. Participants were also exposed to a great repository for genealogical research, including records ranging from those collected in the participant's own home counties to those collected nationally, in the U.S. possessions, and in many foreign countries.

new, innovative approaches to the program in substitute for traditional lectures. For example, time was freed for the presentation of the book party which brought two exciting authors to the institute, and subjects not covered during the week at Fisk were addressed elsewhere (during field trips to Washington and especially to Salt Lake City).

The program assembled a well-qualified group of staff who provided participants different approaches to genealogical research. One illustrated how the resources of one's home library will provide good starting points for searching family lines; another was more specialized, relating the mechanics of preparing family histories. Still others discussed types of resources needed for research, the use of oral history in genealogical research, or guided the beginning genealogist in search methods. The different perspective which each staff person brought was rewarding.

Conclusion

The Fisk institute has been one of the more successful Federally-funded programs which the library has offered. It attracted widespread attention, received good publicity, offered a variety of experiences for participants, involved community residents in planning and program development, and will result in the publication of a genealogical research work which will guide librarians in helping library users develop genealogical projects. The University, the staff and the participants appreciate the support which the U.S. Office of Education (as it was called then) provided by making funds available to complete all of the planned activities.

# # # #

APPENDICES

APPENDIX 1

PLANNING CHART

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
I. Needs Assessment	p. 4, #1													
1. Through literature search and written follow-up, identify and appraise national, regional and local projects on ethnic genealogy; concentrate on written, oral, and visual materials					1	-	-	-	-	-	-	-	-	Director and Staff
2. Prepare list in written form and distribute to participants					1	-	-	-	-	-	-	-	-	Director and Staff
II. Resources Assessment	p. 4-5, #1, #3													
1. Locate, describe and appraise local sources on ethnic genealogy						15	-	-	-	-	-	-	-	Participants; Director and Staff
2. Submit list to institute director						30	-	-	-	-	-	-	-	Participants
3. Prepare comprehensive list and distribute to participants							10	-	-	-	-	-	-	Director and Staff
III. Recruitment and Selection of Participants	p. 5-6, #6													Director and Staff

*Dates shown indicate deadline for completing the activity.
Dates connected by broken lines indicate activity delayed, but finally completed.

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
1. Pre-Application period														
a. Publication of Program (announcements in news media, announcements to professional colleagues, announcements at meetings to libraries, educational institutions, library schools, research cneters, etc., to solicit applications						1								Director and Staff
2. Review Applications														
a. Examine selection criteria; review commitment of applicant; consider quality of recommendations						19								Director and Staff
b. Select 20 appointees and two alternates for each						20								Director and Staff
c. Send letters of appointment						21								Director
d. Receive letters of acceptance						30								Director
IV. Intensive Training	p. 5-6, #4, #5 #6						10 21	-	-	-	-	-	-	Director and Staff

17

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
1. Appointees' backgrounds assessed; pre-testing period; competencies and interests as related to program rated by three modes of evaluation:								10	-	-	-	-	-	Director and Staff
a. Written test, assessing skills and competencies								10	-	-	-	-	-	Director and Staff
b. Questionnaire of aims and objectives (individual behavioral objectives)								10	-	-	-	-	-	Director and Staff
c. Interview-conference to assess motivation, probable follow-through special areas of interest, etc.								10	-	-	-	-	-	Staff
2. Program														
Lecture/Discussion/Workshops														
a. Ethnic Genealogical Resources in the United States (Review genealogical collections, discuss outstanding projects; Genealogical methodologies stressed.)								11	-	-	-	-	-	Staff

18

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
b. Oral History and Ethnic Genealogy	12 13							-	-	-	-	-	-	Staff, with Participants
c. Visual History and Ethnic Genealogy	14							-	-	-	-	-	-	Staff, with Participants
d. Manuscripts and Archives as Sources of Support	15							-	-	-	-	-	-	Staff, with Participants
e. Copyright Rights and Privileges	17							-	-	-	-	-	-	Staff, with Participants
f. Preservation and Dissemination of Materials	18							-	-	-	-	-	-	Staff, with Participants
Related Field Trips														
a. Visit to Tennessee State Library and Archives (Genealogical Section)	15							-	-	-	-	-	-	Staff, with Participants
b. Visit to Local Cemeteries and other Local Historic Sites	16							-	-	-	-	-	-	Staff, with Participants
c. Visit to National Archives, National Genealogical Society, Howard University, Association for the Study of Afro-American Life and History	19							-	-	-	-	-	-	Staff, with Participants

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
d. Visit to Mormon Church, Genealogical Society, Salt Lake City, Utah							20	-	-	-	-	-	-	Staff, with Participants
e. Wind-up Session and Field Work Planning							21	-	-	-	-	-	-	Participants
V. Field Experiences (An experimental phase of genealogical search designed to enable participants to begin genealogical projects which they must complete <u>after</u> project ends.)	p. 5, #5						24 28	-	-	-	-	-	-	Staff, with Participants
1. Interview with local family							24	-	-	-	-	-	-	Staff, with Participants
2. Prepare oral and visual histories.							24 25	-	-	-	-	-	-	Staff, with Participants
3. Locate appropriate records							26 27	-	-	-	-	-	-	Staff, with Participants
4. Begin written (family) history							28	-	-	-	-	-	-	Staff, with Participants
5. Submit progress reports								17	1	2	1	-	-	Staff, with Participants
6. Submit final report													1	

*With approval of Director, may be taken in August

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VI. Evaluation	p. 4-6, #1-6													
1. Staff and Participants review program, assess competencies gaines during program, determine if program and individual goals and objectives were met								** 10 - - - - - - - 21						Director, Staff and Participants
2. Field experiences assessed in terms of relationship and importance to program and goals. Were methodologies effective?									15 - - - - - -					Participants
Reports of field projects assessed													15	Staff
3. Program further evaluates and recommendations made for correcting weaknesses in future, or for continuing program													15	Director, Staff and Participants and External Evaluator
4. Final Evaluation Report Prepared; mailed to OE, staff, and participants													30	Director

** Daily as well as final evaluation

21

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods		-	-	-	-	-	-	-	-	-	-	-	-	Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.		-	-	-	-	-	-	-	-	-	-	-	-	Director, or Publisher

22

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
I. Needs Assessment		--	28											Director and Staff
1. Through literature search and written follow-up, identify and appraise national, regional and local projects on ethnic genealogy; concentrate on written, oral, and visual materials														
2. Prepare list in written form and distribute to participants		-	-	15										Director and Staff
II. Resources Assessment		-	-	-	-	-	-	8						Participants; Director and Staff
1. Locate, describe and appraise local sources on ethnic genealogy.														
2. Submit list to institute director		-	-	-	-	-	-	8						Participants
3. Prepare comprehensive list and distribute to participants							19							Director and Staff

Dates connected by broken lines indicate activity delayed, but finally completed.

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
IV. Intensive Training		-	-	-	-	-	-	3-15						Director and Staff
1. Appointees' backgrounds assessed; pre-testing period; competencies and interests as related to program rated by three modes of evaluation:		-	-	-	-	-	-	4						
a. Written test, assessing skills and competencies		-	-	-	-	-	-	4						Staff
b. Questionnaire of aims and objectives (individual behavioral objectives)		-	-	-	-	-	-	4						Staff
c. Interview-conference to assess motivation, probable follow-through special areas of interest, etc.		-	-	-	-	-	-	4						Staff
2. Program														
Lecture/Discussion/Workshops														
a. Ethnic Genealogical Resources in the United States (Review genealogical collections, discuss outstanding projects; Genealogical methodologies stressed.)		-	-	-	-	-	-	4						Staff

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
b. Oral History and Ethnic Genealogy		-	-	-	-	-	-	6						Staff, with Participants
c. Visual History and Ethnic Genealogy		-	-	-	-	-	-	5-6						Staff, with Participants
d. Manuscripts and Archives as Sources of Support		-	-	-	-	-	-	5-7						Staff, with Participants
e. Copyright Rights and Privileges		-	-	-	-	-	-	4						Staff, with Participants
f. Preservation and Dissemination of Materials		-	-	-	-	-	-	4-6						Staff, with Participants
Related Field Trips														
a. Visit to Tennessee State Library and Archives (Genealogical Section)		-	-	-	-	-	-	7						Staff, with Participants
b. Visit to Local Cemeteries and other Local Historic Sites		-	-	-	-	-	-	7						Staff, with Participants
c. Visit to National Archives, National Genealogical Society, Howard University, Association for the Study of Afro-American Life and History		-	-	-	-	-	-	11-13						Staff, with Participants

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
d. Visit to Mormon Church Genealogical Society, Salt Lake City, Utah		-	-	-	-	-	14							Staff, with Participants
e. Wind-up Session and Field Work Planning		-	-	-	-	-	14							Participants
V. Field Experiences (An experimental phase of genealogical search designed to enable participants to begin genealogical projects which they must complete after project ends.)		-	-	-	-	-	18 22							Participants
1. Interview with local family.		-	-	-	-	-	18							
2. Prepare oral and visual histories		-	-	-	-	-	18 19							
3. Locate appropriate records		-	-	-	-	-	20 22							
4. Begin written (family) history		-	-	-	-	-	22							
5. Submit progress reports		-	-	-	-	-	-	15	31	30	15			
6. Submit final report		-	-	-	-	-	-	-	-	-	-	1		

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VI. Evaluation														
1. Staff and Participants review program, assess competencies gaines during program, determine if program and individual goals and objectives were met		-	-	-	-	-	4-14							Directors, Staff and Participants
2. Field experiences assessed in terms of relationship and importance to program and goals. Were methodologies effective?		-	-	-	-	-	22							Participants
Reports of field projects assessed		-	-	-	-	-	-	-	-	-	-	15		Staff
3. Program further evaluates and recommendations made for correcting weaknesses in future, or for continuing program		-	-	-	-	-	-	-	-	-	-	-	1	Director, Staff and Participants and External Evaluator
4. Final Evaluation Report Prepared; mailed to OE, staff, and participants		-	-	-	-	-	-	-	-	-	-	-	1	Director

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods														Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.														Director, or Publisher

*Planning Chart, April 1, 1978 - December 31, 1979

1980

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods													31	Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.														Director, or Publisher

APPENDIX 2

INSTITUTE PARTICIPANTS

Name	Home (and/or) Mailing Address	Position	Other Info
1. Bonniwell, Marion E.	800 Glen Leven Drive Nashville, TN 37203	Amateur Genealogist	Retired Librarian
2. Booker, Mrs. Nell H.	204 Neill Avenue Nashville, TN 37206 Phone: (615) 226-7462	Student, Peabody College for Teachers	Working on a Master's Degree in Library Science
3. Cameron, Mr. Sam	1906 South Stree, #303 Americana Apartments Nashville, TN 37212 Phone: (615) 320-1621	Archivist, NHPRC Project Fisk University	Master's degree in History
4. Davenport, Ms. Honor J.	6425 S. Gessner Road Apartment 2137 Houston, Texas 77036 Phone: (713) 777-1747	Librarian, Houston Independent School District 3830 Richmond Avenue Houston, Texas 77027	M.S. in Library Science
5. Davis, Mrs. Brenda W.	905 L. Southwest Boulevard Jefferson City, Missouri 65101	Administrator, Ethnic Studies Center, Lincoln University Jefferson City, MO 65101	M.S. in Library and Information Science
6. Davis, Mrs. Dorothy E.	2727 - 79th Avenue Baton Rouge, LA 70807 Phone: (504) 357-7458	Librarian/Archivist Southern University Baton Rouge, LA 70813	M.S. in Library Science Certificate, Archival Management
7. Goza, Ms. Cheryl	Box 856, Fisk University Nashville, TN 37203	Assistant Public Service Librarian	M.S. in Library Science
8. Henderson, Dr. Robbye R.	P. O. Box 42 Mississippi Valley State University Itta Bend, MS 38941 Phone: (601) 254-7313	University Librarian Mississippi Valley State University Itta Bend, MS 38941	Ph.D. in Educational Leadership

Name	Home (and/or) Mailing Address	Position	Other Info
9. Mims, Ms. Gloria J.	50 Chestnut Street, SW Apartment #202 Atlanta, GA 30314 Phone: (404) 524-5500	Librarian, Special Collections Atlanta University Atlanta, GA	M.S. in Library Science
10. Norman, Ms. Cassandra M.	Route 2, Box 565 Denmark, SC 29042 Phone: (803) 793-4385	Administrative Librarian Voorhees College, Voorhees Road Denmark, SC 29042	M.S. in Library Science College Librarianship
11. Prince, Mrs. Mary R.	P. O. Box 38 Mississippi Valley State University Itta Bena, MS 38941 Phone: (601) 254-7215	Reader's Adviser Director of Oral History MVSU Itta Bena, MS 48941	M.A. in School Librarianship
12. Pursley, Mrs. Vallie P.	1722 14th Avenue, South Nashville, TN 37212 Phone: (615) 297-3806	Student, Peabody College for Teachers	Working toward a Master's Degree in Library Science
13. Roberts, Mrs. Marion T.	1809 Morena Street Apartment #G-2 Nashville, TN 37208 Phone: (615) 329-4054	Associate Professor, Reference Department, Tennessee State University Nashville, TN 37208	M.S. in Library Science College Librarianship
14. Street, Ms. Sheila M.	Route 4, Box 194 Mebane, NC 27302 Phone: (919) 563-3157	Unemployed	M.S. in Library Science
15. Walker, Ms. Shirley A.	2425 E. Green Street Urbana, IL 61801 Phone: (217) 384-1917	Branch Librarian Douglass Branch Library 310 E. Bradley Street Champaign, IL 61820	M.S. in Library Science

Name	Home (and/or) Mailing Address	Position	Other Info
16. Watson, Linda	Box 365 Route 10 Sparta, TN 38583 Phone: (615) 738-2744	Currently employed Tennessee Technological University; contract about to expire	M.S. in Library Science
17. Wilson, Mrs. Carolyn T.	1115 Grandview Drive Nashville, TN 37204 Phone: (615) 383-6796	Assistant Librarian United Methodist Publishing House Library 201 8th Avenue, South Room 122 Nashville, TN 37203	M.S. in Library Science
18. Young, Dr. Tommie M.	4303 King Arthur Place Greensboro, NC 27405 Phone: (919) 621-0032	Library Director North Carolina A&T State University 312 East Market Street Greensboro, NC 27411	Ph.D., Education

TOTALS:

Female -- 18

Male -- 1

White -- 3

Black -- 16

APPENDIX 3

INSTITUTE STAFF

	Name and Position	Responsibility to Institute
1.	Dr. Russell E. Bidlack, Dean School of Library Science The University of Michigan Ann Arbor, MI 48109	Lecturer on the Librarian as Genealogist
2.	Mrs. Jeanne Bigger Registered Genealogist Tullahoma, Tennessee	Lecturer; Director of Workshop on Techniques of Genealogical Research
3.	Dr. Charles L. Blockson Author, Researcher, Lecturer Morristown, Pennsylvania	Lecturer on Black Genealogy at Book Party and at Formal Institute Session
4.	Mrs. Jean E. Cazort Associate Librarian for Technical Services Fisk University Nashville, TN 37203	Lecturer on Sources of Genealogical Materials
5.	Ms. Carole Darden Author New York City	Lecturer at Book Party
6.	Ms. Norma Jean Darden Author New York City	Lecturer at Book Party
7.	Ms. Karen Farmer First Acknowledged Black Member Daughters of the American Revolution Instructor in Genealogy Detroit, Michigan	Keynote Speaker
8.	Mrs. Beth M. Howse Archivist and Reference Librarian in Special Collections Fisk University Nashville, TN 37203	Lecturer on Personal Experiences in Genealogical Research
9.	Dr. Guy D. Logsdon (Choctaw-Cherokee) Director of Libraries The University of Tulsa Tulsa, OK 74104	Lecturer on Native American Genealogy and External Evaluator

10. Dr. Bobby Lovett
Assistant Professor of History
Tennessee State University
Nashville, TN 37203
— Lecturer on Preparing Family Histories and Guide for Local Field Trips

11. Ms. Ann Allen Shockley
Associate Librarian for Public Services
Fisk University
Nashville, TN 37203
— Lecturer on Oral History and Special Collections

12. Dr. Jessie Carney Smith
University Librarian
Fisk University
Nashville, TN 37203
— Institute Director

13. Mrs. Betty Lee Sung
Assistant Professor and Author
City College of the City University of New York
— Lecturer on Asian American Genealogy

COMMUNITY RESOURCE PERSONS

Ms. Wanda Moore
Mrs. Thelma Treherne
Mrs. Edith Work

(These persons have conducted extensive research projects on their families and have collected a considerable amount of photographs, diaries and other materials.)

APPENDIX 4

*C A L E N D A R

Sunday, June 3

Opening Session

7:00 - 9:00 P. M. . . . . Registration, Dinner
Faculty Dining Room
Student Union Building

Keynote Speaker: Karen Farmer
First Known Black Member, DAR

*NOTE: Unless specified otherwise, all sessions will be held in the Library Lounge, Fisk University.

Monday, June 4

8:45 - 9:00 A. M. . . . . Coffee

9:00 - 9:30 . . . . . Orientation

THEME: AN INTRODUCTION TO ETHNIC GENEALOGY
Jessie Carney Smith, Presiding

9:30 - 9:45 . . . . . Film: Alex Haley: "My Search for Roots"

9:45 - 10:45 . . . . . Participant Reaction; Presentation of Individual Project Proposals

10:45 - 11:00 . . . . . B R E A K

11:00 - *11:45. . . . . "The Changing Attitude of Librarians Toward Genealogical Research," Russell E. Bidlack, Dean, School of Library Science University of Michigan, and Genealogist

Participant Reaction

12:00 - 1:30 P.M. . . . . Lunch, Faculty Dining Room Student Union Building

BOOK PARTY
Jubilee Hall, Appleton Room

1:30 - 2:15 . . . . . Spoonbread and Strawberry Wine: Recipes and Reminiscences of a Family, Norma Jean and Carole Darden, authors

Participant Reaction

2:30 - 3:15 . . . . . Black Genealogy, Charles L. Blockson, author

Participant Reaction

3:30 - 4:30 . . . . . Autograph Session

4:30. . . . . Plenary Session for Participants

5:00. . . . . Adjourn

---

* Participant reaction after presentation.

Tuesday, June 5

THE GENEALOGY OF ETHNIC GROUPS
Jessie Carney Smith, Presiding

9:00 - *10:15 A.M.	"Black Genealogy" Charles L. Blockson, Author, Researcher, Lecturer
10:30 - 10:45	B R E A K
10:45 - *11:45	"Asian Genealogy" Betty Lee Sung Assistant Professor and Author City College of the City University of New York
12:00 - 1:00 P.M	Lunch, Faculty Dining Room
1:00 - 2:15.	Tour, Fisk Library and Campus Dorothy G. Lake, Guide
2:15 - 3:15.	Techniques of Genealogical Research--Lecture/Demonstration Mrs. Jeanne Bigger Registered Genealogist
3:15 - 3:30.	B R E A K
3:30 - 4:30.	Techniques of Genealogical Research (continued)
4:30	Plenary Session for Participants
5:00	Adjourn

* Participant reaction after each presentation.

Wednesday, June 6

THEME: GENEALOGICAL SOURCES
Jean E. Cazort, Presiding

8:30 - 9:15 A.M.	"Ethnic Genealogical Sources in the United States, Jean E. Cazort Associate Librarian for Technical Services, Fisk University
	Participant Reaction
9:30 - 10:15	Review of Secondary Sources
10:15 - 10:30	B R E A K
10:30 - 11:30	"Researching Family Histories: An Approach to Teaching History," Bobby Lovett, Assistant Professor of History, Tennessee State University
	Participant Reaction
12:00 - 1:30 P.M.	Lunch, Faculty Dining Room

GENEALOGICAL SOURCES (continued)
Ann Allen Shockley, Presiding

1:30 - 2:30	"Manuscripts, Archives, and Oral History as Sources of Genealogy," Ann Allen Shockley, Associate Librarian for Public Services
2:30 - 4:30	Participant Reaction; Review of Primary and Secondary Sources
	Community Resource Persons: Ms. Wanda Moore Mrs. Thelma Treherne Mrs. Edith Work
4:30 - 4:45	Plenary Session
4:45	Adjourn

Thursday, June 7

LOCAL FIELD TRIPS
Bobby Lovett, and Jessie Carney Smith
GUIDES

8:30 - 10:00	Research on individual projects
10:30 - 11:30	Tour and Lecture, Tennessee State Library and Archives
11:30 - 12:30	Lunch
12:30 - 3:30	Tour historic sites: Overton Hill Civil War Battle of Nashville, Fort Negley, and the National Cemetery (Civil War section), Nashville City Cemetery
3:30	Return to campus; free time

Friday, June 8

THEME: THE GENEALOGY OF ETHNIC GROUPS (continued)
Beth M. Howse, Presiding

9:00 - *10:00	"Native American Genealogy" Dr. Guy W. Logsdon (Choctaw-Cherokee), Director of Libraries, Adjunct Associate Professor and Author, University of Tulsa
10:15 - 10:30	B R E A K
10:45 - *11:30	"The Family Tree of a Fisk Jubilee Singer" Beth M. Howse, Archivist and Reference Librarian, Special Collection, Fisk University Library
12:00 - 1:30	Lunch, Faculty Dining Room

THEME: PRACTICUM AND WRAP-UP

1:30 - 4:00	Practicum
4:00 - 5:00	Plenary Session (Program Evaluation and Preparation for Field Trips)
5:00.	Adjourn

* Participant reaction after presentation.

FIELD TRIPS
Jessie Carney Smith, Guide

Sunday, June 10

1:10 P.M. . . . . Depart for Washington, D.C. via AA #624

3:30 P.M. . . . . Arrive in Washington

Monday, June 11

9:00 A.M.-12:00 Noon . . . . . Library of Congress -- Genealogy Section
10 First Street, Southeast
Mrs. Reid or Associate (contact person)
202/287-5537

1:30 P.M. . . . . Association for the Study of Afro-American Life and History
1401 Fourteenth Street, Northwest
Dr. J. Rupert Picott, Director

7:00 P.M. . . . . National Genealogical Society
1921 Sunderland Place Northwest
Mr. Stilley, Director
Mrs. Jean Strahan, Librarian and contact person
Home: 202/593-3003

Tuesday, June 12

9:00 A.M. . . . . Moorland-Spingarn Research Center
Howard University
Founders Library
2401 - 6th Street, NW
Dr. Michael Winston, Director

1:30 P.M. . . . . National Archives & Records Service
Genealogical Program
Education Division
Consititution Avenue
Phone: 202/633-9683
Ms. Lorraine Branning (contact person)

Wednesday, June 13

1:05 P.M. . . . . Depart for Salt Lake City via AA #345

4:51 P.M. . . . . Arrive in Salt Lake City

Thursday, June 14

7:30 A.M. . . . . Orientation, Genealogical Society of the Church of Jesus Christ of Latter Day Saints
50 East North Temple Street
Phone: 801/531-2896
Dr. Ray Wright, Patron Service Supervisor, Ms. Athlene Woolde (contact person)

8:30 . . . . . Lecture Series:
American Indians Records and

Hispanic Records and Research
Asian Records and Research
Black Records and Research

L U N C H

1:00 P.M. . . . . Individual Research Projects for Participants

4:00 . . . . . Question and Answer Period

8:00 P.M. . . . . Program Evaluation, Director's Room, Utah Hotel Motor Inn.

Friday, June 14

Depart Salt Lake City according to individual schedules

FIELD EXPERIENCES

June 18 - 22 . . . . . Participants will engage in field experiences at appropriate locations

INSTITUTE ENDS

APPENDIX 5

EVALUATION FORMS

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

DAILY EVALUATION FORM

Sunday, June 3 -- Opening Session

Questions	Evaluation		
	YES	NO	COMMENTS
1. Was the speaker informative?	_____	_____	
2. Was the speaker's subject relative to the institute program?	_____	_____	
3. Was the program well organized?	_____	_____	
4. Were you given appropriate orientation to the program?	_____	_____	
5. Overall, was the program helpful to you.	_____	_____	

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Daily Evaluation Form

Monday, June 4 - - Orientation, Introduction, Book Party

Questions	Evaluation		
	YES	NO	COMMENTS
1. Was the orientation literature helpful?	_____	_____	
2. Was the orientation session helpful?	_____	_____	
3. Was the film appropriate?	_____	_____	
4. Was the morning session well organized?	_____	_____	
5. Was the speaker informative?	_____	_____	
6. Was the speaker's subject appropriate for the institute?	_____	_____	
7. Was the book party appropriate for the institute?	_____	_____	
8. Were the afternoon speakers informative	_____	_____	
9. Was the afternoon session well organized?	_____	_____	
10. Was sufficient time allowed for participant reaction?	_____	_____	
11. Overall, were the day's activities helpful to you.	_____	_____	

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Daily Evaluation Form

Tuesday, June 5 -- The Genealogy of Ethnic Groups

Questions	Evaluation		
	YES	NO	COMMENTS
1. Was the morning session well organized?	_____	_____	
2. Was the morning speaker informative?	_____	_____	
3. Did the morning speaker know his subject matter well?	_____	_____	
4. Was the morning session helpful for your purposes?	_____	_____	
5. Was the campus tour helpful?	_____	_____	
6. Was the afternoon lecture/demonstration well organized?	_____	_____	
7. Was the afternoon lecture/demonstration useful for your purposes?	_____	_____	
8. Did the lecturer/ demonstrator know her subject matter well?	_____	_____	
9. Was sufficient time allowed in both sessions for participant reaction?	_____	_____	
10. Overall, were the day's activities helpful to you?	_____	_____	

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Daily Evaluation Form

Wednesday, June 6 -- Genealogical Sources

Questions	Evaluation YES	NO	COMMENTS
1. Was the morning session well organized?	____	____	
2. Was the first speaker informative?	____	____	
3. Did the first speaker know her subject matter well?	____	____	
4. Was the second speaker informative?	____	____	
5. Did the second speaker know his subject matter well?	____	____	
6. Was the morning session as a whole helpful for your purpose?	____	____	
7. Was the afternoon session well organized?	____	____	
8. Was the afternoon speaker informative?	____	____	
9. Did the afternoon speaker know her subject matter well?	____	____	
10. Were the community resource persons informative? (COMMENT ON EACH PERSON IF YOU WISH)	____	____	
11. Was the afternoon session as a whole helpful for your purpose?	____	____	
12. Was sufficient time allowed during each of today's session for participant reaction?	____	____	

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Daily Evaluation Form

Thursday, June 7 -- Local Field Trips

Questions	Evaluation		
	YES	NO	COMMENTS
1. Was the presentation at the State Library and Archives well planned and presented?	____	____	
2. Were the documents which were reviewed appropriate for the presentation?	____	____	
3. Was the trip to the library appropriate for your needs?	____	____	
4. Was the trip to the City Cemetery (where Jubilee Singers are buried) appropriate?	____	____	
5. Was the experience useful to you?	____	____	
6. Were the experiences gained at the National Cemetery informative?	____	____	
7. Was the trip useful to you?	____	____	

NOTE: Because the group did not actually visit the Fort Negley site and hear the presentation which had been planned, you are not asked to evaluate this part of the field trip.

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Daily Evaluation Form

Friday, June 8 -- The Genealogy of Ethnic Groups (continued)

Questions	Evaluation		
	YES	NO	COMMENTS
1. Was the morning session well organized?	____	____	
2. Was the first speaker informative?	____	____	
3. Did he know his subject matter well?	____	____	
4. Was his lecture appropriate for the purposes of the institute?	____	____	
5. Was his lecture useful for your purposes?	____	____	
6. Was the second speaker informative?	____	____	
7. Did she know her subject matter well?	____	____	
8. Was her presentation appropriate for the purposes of the institute?	____	____	
9. Was her presentation useful for your purposes?	____	____	
10. Was sufficient time allowed after each lecture for participant reaction?	____	____	
11. Was the afternoon session (practicum and wrap-up) useful to you?	____	____	
12. Have you received adequate orientation for the field trips out of town?	____	____	
13. Overall, were the day's activities helpful to you.	____	____	

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

EVALUATION OF OUT-OF-TOWN FIELD TRIPS

Monday, June 11 - Thursday, June 14

Instructions: Indicate your answer by writing YES or NO under the site visited. Comments are invited.

Questions	Site Visited						Comments
	LC	ASALH	NGS	Howard	Natl. Archives	GDL/ LDS	
1. Were the tour and lecture well planned?	19 Yes 1 No 1 No-Answer	19 Yes 1 Yes and No 1 No-Answer	20 Yes 1 No	21 Yes	21 Yes	21 Yes	Very Profitable. Beautifully planned. Yes. ASALH - I'm still not quite sure what source they have. The Mormon lecture was extremely efficient. Some of the material were.
2. Was the time provided for the trip adequate in length?	14 Yes 5 No 1 Yes and No 1 NA	20 Yes 1 NA	18 Yes 3 No	19 Yes 2 No	14 Yes 7 No	11 Yes 10 No	Of course, there would never be enough time to search at LC, NGS and the Archives at Salt Lake City. Pleasant experience. I could have used extended time at Nat'l Archives and Mormon Church.
3. Was sufficient time allowed for participant reaction?	17 Yes 3 No	20 Yes 1 No	20 Yes 1 No	20 Yes 1 No	19 Yes 2 No	19 Yes 2 No	Yes, on all points. Well Organized. Within the time limits. There is so much material at the Mormon Church two or three days were needed to at least become familiar.
4. Was the trip appropriate to the thrust of the institute?	20 Yes 1 NA	20 Yes 1 NA	21 Yes	20 Yes 1 NA	21 Yes	21 Yes	Very much so. Implemented - Good The Natl Archives and Mormon Church were by for the most appropriate and useful. Most certainly so. All were essential and understanding.
5. Was the field trip useful for your purposes?	19 Yes 1 No 1 NA	18 Yes 2 Nc 1 NA	20 Yes 1 No	20 Yes 1 Yes and No	21 Yes	21 Yes	Unbelievably so! I especially enjoyed and found useful the individual research time allowed at the Nat'l Archives and Mormon Church. I was also appreciative of the assistance provided.

71

50

72

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

EVALUATION OF OUT-OF-TOWN FIELD TRIPS

Monday, June 11 - Thursday, June 14

Instructions: Indicate your answer by writing YES or NO under the site visited. Comments are invited.

Questions	Site Visited						Comments CONTINUED
	LC	ASALH	NGS	Howard	Natl. Archives	GDL/ LDS	
1. Were the tour and lecture well planned?							The hosts were very well prepared and lectures were excellent. I feel that all the tours were informative & educational. The out-of-town field trips were well planned, as was the preceding week at Fisk University. Activities were ex remely helpful.
2. Was the time provided for the trip adequate in length?							Both the Nat'l Archives and Mormon Church were very useful - and more time was needed. No, I wish we could have stayed in Washington and Salt Lake City longer. More time at LC to observe other resources. The LC was too long.
3. Was sufficient time allowed for participant reaction?							Yes, for the purpose of the Institute and for information needed. Too much in some instances. Each trip was appropriate to the basic need of the institute, but not necessarily in this order.
4. Was the trip appropriate to the thrust of the institute?							I would have appreciated spending more time at the last three locations. The planning was fitting for the occasion. 100% correlation. It was beneficial and I am glad I had the opportunity to participate.
5. Was the field trip useful for your purposes?							All of the lecturers were well qualified. Thei presentations had been carefully planned & were presented in an articulate manner. The entire experience enjoyable! NGS however, did not seem to have very much on Ethnic genealogy.

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

EVALUATION OF OUT-OF-TOWN FIELD TRIPS

Monday, June 11 - Thursday, June 14

Instructions: Indicate your answer by writing YES or NO under the site visited. Comments are invited.

Questions	Site Visited						Comments CONTINUED
	LC	ASALH	NGS	Howard	Natl. Archives	GDL/ LDS	
1. Were the tour and lecture well planned?							Particularly the planned program at Salt Lake City and Howard. The Institute was enjoyable, beneficial and interesting. Howard University and Mormon Church presentations were extremely well planned. Packets which they supplied were quite helpful.
2. Was the time provided for the trip adequate in length?							An additional day at each of these sites would have been beneficial. For the Institute, Yes, but one needs to go back for further work. The time at the Mormon Church was too compact; more time in Utah was needed.
3. Was sufficient time allowed for participant reaction?							I feel that the entire institute was very well planned and implemented to meet the theme of "Ethnic Genealogy for LIbrarians". I would like to recommend that we follow up this workshop to know what each other has been successful in doing to trace their ancestry; I would also like to see participants have more practicum in tracing their roots. I would like to recommend that after the participants trace their families as far as possible, that, we continued to trace our slave line in Africa. This has been one of the most rewarding experiences.
4. Was the trip appropriate to the thrust of the institute?							
5. Was the field trip useful for your purposes?							The best institute I've ever attend. It broadened and underscored the thrust of the institute and reached into the future. Although sufficient time was lacking in some areas, the overall goal of familiarizing us with the sources was well served.

INSTITUTE OF ETHNIC GENEALOGY FOR LIBRARIANS
FISK UNIVERSITY

Final Evaluation

SCALE: 5 = Excellent; 4 = good; 3 = average; 2 = fair; 1 = poor

OBJECTIVE	5	4	3	2	1
1. To assist in appraising genealogical projects and in identifying the need for further library involvement by making needs assessment study before the institute begins.	12	2	---	---	---
2. To assist in meeting an educational and a resource need by identifying and appraising existing sources of genealogical materials with emphasis on those relating more closely to ethnic groups and to local history.	13	1	---	---	---
3. To document the use of genealogical sources in publication by identifying at least 5 outstanding genealogical works on black, hispanic, Asian and native Americans.	13	1	---	---	---
4. To assist librarians in developing techniques to support and enhance genealogical search by drawing upon genealogical training programs already offered in other subject areas and by devising innovative techniques.	9	4	1	---	---
5. To train a group of 20 librarians who will use the multiplier effect to train at least 20 additional librarians or library personnel in academic, public and/or special libraries and to develop competence in genealogical searches. As these librarians train others, it is ultimately the researcher who will benefit from their expertise and who will become better equipped to prepare family histories.	10	2	---	---	---

FINAL EVALUATION
PAGE 2

OBJECTIVE	5	4	3	2	1
6. To stimulate among the library profession and library schools increased interest in ethnic genealogical training, culminating in increased library activity in genealogy and in a formal course or a substantial unit of an existing course.	10	4	---	---	---
7. OVERALL RATING FOR INSTITUTE (2 did not vote)	10	2	---	---	---

COMMENTS:
RE: Overall quality

(A) This was a very meaningful experience which while pertinent to the profession and the enlargement of bases of services, additionally held significant applications for personal insights and growth. Relevant factors in human experience.

Planning was excellent. Extended time would be spent at all sites, however.

(B) The overall quality of the Institute was so high that I have few suggestions for improvement. Rarely have I attended anything of such nature where I felt I gained so much, and the emphasis on the practical aspects were especially good. Specific points that I might suggest are: I felt some working time on an individual basis in the Tennessee archives first might have better prepared people for working in the National Archives, especially those people who had not previously worked with census records, tax records, etc. That could have been easily worked in during the first week. I also would be for trying to extend another day into the Salt Lake City visit. An entire working day there free from structure would have been quite helpful.

RE: Extension of time on sites

(A) First, I thoroughly enjoyed the Institute! It was one of the most rewarding, interesting, and enjoyable experiences I have ever had. For the first time since I became interested in genealogy, I found out what it was like to be in a group that was interested in their families, willing to learn together and share the experiences--and the fun. I will always remember it with great pleasure.

As for specifics on the Institute, I remember feeling at one point that we seemed to be spending a long time in Nashville. I think now that this was just my eagerness to get to the Archives and to Salt Lake City. Looking

COMMENTS: (cont'd)

back on each day's program now, I really can't see how any of them could have been shortened at all. (Some people, of course, were mainly interested in just Black genealogy, so they were less interested in general material and the programs on other groups. I wanted and needed to learn all of the information.) . . .

A few minor points to consider:

(1) Suggest that participants bring with them information on their own family--. . .even if they do not initially intend to use that as their project
(2) Suggest that they also bring several (8-10) large manila envelopes to mail materials home they gather along the way. . .as well at least one roll of Scotch strapping tape or the like to reinforce the envelopes against the "tender" care of the Postal Service. . .
(3) If. . .possible. . .get copies of certain booklets, ahead of time, such as from HEW on where to write for birth, marriage, divorce, and death records, it would be very helpful for the participants.

(B) The Institute was well planned and informative. I would like to have been able to spend more time doing research in Salt Lake City, Utah since that seems to have been the main information retrieval point of the field trip.

(C) The time allotted for research at the National Archives and the Mormon Library could be extended to at least two full days at each place.
The Institute was well planned and well organized. It offered a large amount of information, but not so much that the participants would be overwhelmed. For my own project I found that the sources available during the institute were helpful and very significant.

(D) Participant suggests that an extension of time in Washington, D.C. and Salt Lake City, Utah to allow for <u>scheduled</u> research time would have been beneficial.

(E) All activities planned were good and appropriate for the Institute. I would like to see an expansion of the time devoted to individual projects, especially on field trips to National Archives and Church of Jesus Christ of Latter Day Saints. An extra day or half day at each would have been helpful. . .

(F) 1. Would like to see more time spent in Salt Lake City. The Mormons Library is so well equipped with resources, tools and librarians with a lot of know how on genealogy.
2. Enjoyed speakers selected especially Dr. Lovett and Betty Lee Sung and the Farmer Lady (Sunday night speaker)

COMMENTS: (Cont'd)

(F) Continued:

3. One person telling their genealogical search is enough for one week.

4. Would like to see a typed bibliography distributed to participants rather than the speaker naming them orally.

5. The Institute was well organized and thoroughly enjoyable to me.

SUGGESTIONS: (added on 12/11/79)

1. That at least one full day be denoted for individual research projects at the Genealogical Society of the Church of Jesus Christ of Latter Day Saints.

   That the program be expanded to include a reassembling of participants at Fisk for the purpose of sharing unique experiences and findings from their research projects.

   I feel that participants should have been informed earlier of their obligation to meet the difference of the stipend and the expected total expenditures. This concern was vocalized by many participants.

   I feel that this institute was the best that I have ever attended because: its stated goals and objectives were met; staff was cordial and helpful; punctuality by the Directress was observed at all times in leaving and arriving to our destinations as well as beginning meetings on time; sessions were meaningful and relevant; bibliographies received were helpful and the speakers were excellent. Last but not least, I learned how to trace my family's history.

2. I participated in two institutes prior to the Institute on Ethnic Genealogy for Librarians at Fisk University Library. The Institute on Ethnic Genealogy for Librarians was the best. It seems as if the best prepared scholars in each area were selected to speak to us during our stay at Fisk. An abundance of material was given to each participant and I gained a tremendous amount of knowledge. I believe the 20 participants should meet periodically for a period of time at Fisk, Salt Lake City, or elsewhere for additional projects in research.

APPENDIX 7

FOLLOW-UP ACTIVITIES (PROGRESS REPORTS)

INSTITUTE ON EHTNIC GENEALOGY FOR LIBRARIANS

First Progress Report on Genealogical Project
July 15, 1979

Participant's Name Tommie M. Young

Title of Project The Search for Pleasant Lane: Authentication and Verification of a Slave Mother. Project includes authentication of paternal forebearers as revealed in Tennessee records and narratives. The two forebearers having contrasting family history worthy of socio-psychological study and analysis.

Describe project activities which you completed before attending the institute. Initial information revealed Pleasant Lane to have been born in N. C. A fiercely proud and unbending woman who cherished a small object called a "quill" used for the intake of food or liquid. Her photograph taken in the late 1800' or early 1900 reveals a woman with dim but piercing eyes, firm set thin lips, and a high, unfurrowed brow. Photographs and artifacts were inherited.

Availability of N. C. sources were confirmed prior to the Institute.

The major project is to go back to the source of Pleasant Lane and seek to isolate the factors and forces that influenced her undaunted spirit and iron will.

Describe project activities initiated or completed at Fisk or during field trips. Much was accomplished in so short a time. Pt. A. Examination of Nashville Records, Tennessee sources in general, Fisk resources. B. Made site visits to forebearers home county, Marshall. Examined land records, cemetery records, scrapbooks and miscellanea found at Lewisburg Courthouse and Public Library. Visited grandfather Morton's birthplace and photographed the "old barn." Visited Egypt Cemetery and photographed tombstones some dating to 1856. Interviewed cousins. C. Verified variety of spelling of names. Authenticated Pleasant Lane as Tennessee resident and former North Carolinian. Washington trip too short for long range value except lecture by native Tennessean. D. In Salt Lake City discovered a Morton family Bible including consistent repetition of family names: male (William and Stephen), female(Ann and Lillie). Sellers Morton b. 1797 believed

to be sire of Morton clan. Spelling variations clarified. 59

First Progress Report (contined)

Identification of Lane sources are more difficult than Morton. Lane oral history more readily avilable; Morton documentation more readily available. Morton's seemed to have been in Tennessee since its early pioneer days. How Pleasant got to Tennessee is a major verification source. It has been recently verified that she married a Canadian (heretofore it was believed that her husband was an Arizonian). Her daughter, my grandmother had two given names. Millie was not known to me only Tabitha. A Ghanian has tentatively identified the artifact, a quill as a ceremonial sipping object used among Ewe (pronounced E-way) tribes in Ghana. Census Reports reveal two African names among her 16 children: Ecea (believed to be Esi a common Ghanaian name and Volta, a river in West Africa. Pleasant Lane had strong ties with Africa. Verifying them is my task

Describe project activities initiated or completed during the third week of the institute (field experiences). The weeks subsequent to the Institute have been totally consumed by this project. Much reading has been done; two proposals written; one accepted, a second near at hand. The first week bakk in N. C. was devoted to long distance telephones among them the revelation of the Canadian husband. July 23 - August will be spent in Nashville, Tennessee at the State Library and Archives, and in Marshall and Maury Counties. Interviews with "old timers" have been planned. A Morton descendant who owned the Morton family Bible is now a Cheek and lives in Waverly, Tenn. will be visited. Fol owing August 5, one week will be spent in Raliegh (Wake County) with attempts to verify Tidance (sometimes spelled Tordance) Lane, Joseph and James Lane, N. C. slaveholders who migrated to Tennessee. Locating their former plantations will be a major goal.

Another week will be spent visiting plantations and on from there.

List the next steps which you will take as you continue your project.

It is expected that the project will eventually lead me to Washington, D. C. for examination of slave records. Ultimately the N. C. pieces are expected to fit together to verify the West African origins of Pleasant Lane. It will be to these shores that I will go in search of Pleasant. Having found her source, I expect to devote considerable time to study of the two families: Morton vs Lane with the quasi socio-psychological approach in mind attempt to determine why one side of the family is quiet,(almost Calvinistic) with powers of deep concentration and recognized scholars. On the other hand a segment of the family will not (seems cannot submit to authority) are expressive, creative, born leaders and segregationists. The lines are not quite so clearly drawn but the traits are discernable.

INSTITUTE ON EHTHIC GENEALOGY FOR LIBRARIANS

Second Progress Report on Genealogical Project

August 31, 1979

Participant's Name Mrs. Carolyn T. Wilson

Title of Project William Edmondson, black sculptor

Describe project activities which you completed before attending the institute.

Examination of private papers concerning life of Mr. Edmondson, conversations with people who knew him. Study of previously published and written materials on his life and work. Some beginning investigations of any remaining family, found none.

Describe project activities initiated or completed at Fisk or during field trips.

Locating those records most useful for my purposes and examination of some materials as time permitted. Some preliminary work in census reports. Background readings concerning methodology and historical periods researched.

Second Progress Report (contined)

Describe project activities initiated or completed during the third week of the institute (field experiences).

Searching of census records, 1900, 1880, for location of brothers and sisters of the subject. Researching of the families and area location where possible slave owners lived. Examination of local histories, maps, looking for family papers, etc. that might have slave parents listed. It was necessary to search about 5 families for records since it was determined that Edmondson's parents were on the estates of the Edmondson and Compton families in Davidson and Williamson Co. So far, I have not been successful in finding any records for any of these except one Edmondson family in Williamson County and I cannot verify the relationship there.

List the next steps which you will take as you continue your project.

Continuation of searching of earlier census records prior to 1850 as well as court records for deeds, inventories, wills, etc. that might have information. The biggest plus I can come up with in relation to my project is that I have eliminated a vast amount of material that was of no usefulness, at least no immediate usefulness. I do have two generations documented now. I fear back from this is going to be a long endeavor.

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Third Progress Report on Genealogical Project

October 15, 1979

Participant's Name Marion E. Bonniwell

Title of Project Preston Taylor

Describe project activities which you completed after submitting the Second Progress Report (August 31).

The first clue to my research project was found in June, 1979 at Fisk Library "The Nashville Colored Directory, 1925", R. C. Grant (compiler) included a full page Ad of Taylor & Co., pioneer undertaker with a founding date of 1889 for the company. With that information I went through Soundex to the Census Records of Davidson County, Tennessee and found three Preston Taylor's in the 1900 Census Record. Elimination of two was based on the age factor. Following this I went through City Directories of Nashville for the years he was listed. Then I scanned on tape the Nashville Newspapers for references to him. In the meantime, I discovered a book in the Tennessee State Library and Archives by the Rev. William J. Simmons - "Men of Mark" published in 1887. Chapter 33 included valuable information on Preston Taylor's career, but very little on his early years and family.

With this information in "Men of Mark", "Negro in Business", and Mr. McClure's aid I could broaden my sources of searching and set forth as follows:

The Nashville Public Library's holdings include many references to Preston Taylor's professional, business and civic activities since 1907 as well as earlier ones.

Two visits to the Greenwood Cemetery resulted in pictures of family tombstones with important birth and death dates. Further conferences with Joe McClure added much pertinent information on his associates in various activities.

The Fisk University Special Collection has been the source of material about Georgia Taylor his first wife and one of the original "Jubilee Singers".

In my doctor's office I found an article in the magazine "Nashville", August 19, 1979 on the Citizens Savings Bank in which Preston Taylor was listed as one of the founders.

Information seems available on all facets of his life except his ancestry and descendents. There are still some sources not yet tapped which I intend to pursue.

NOV 1979

Third Progress Report(continued)

List the next steps which you will take as you continue your project.

1. Continue efforts to locate members of the family through surviving descendents of associates of Preston Taylor.

2. Attempt to obtain at National Archives in Washington, D.C. during a visit there November 15-19, 1979 information on early life of subject, using dates and facts obtained since my visit there in June.

3. Attempt to obtain more detailed information on immediate members of subjects family, such as marriage dates, birth date of subjects daughter, etc., based on information continuing to be found.

4. Write a more detailed history.

5. Continue to add to the bibliography I have been compiling.

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

Final Report on Genealogical Project

December 1, 1979

Participant's Name Mrs. Carolyn T. Wilson

Title of Project ancestry of William Edmondson, sculptor, father George, mother Jane, slaves on William Edmundson and Compton estates.(?) 6 children - Sarah, George, Warren(?) James, Richard William

DESCRIBE PROJECT ACTIVITIES WHICH YOU COMPLETED AFTER SUBMITTING THE THIRD PROGRESS REPORT (October 15). Some of the time has been spent going back and looking over previously examined material as I hit a dead end and felt perhaps I needed to be sure I did not overlook anything. I plotted once again the location of all Edmundson & Comption families in Davidson and Wmson Counties as best I could from old maps, from 1800-1870. (1870 census lists George ashead of household and first 3 children. I also went over the slave schedules again and no results there. I have continued to weed through abstracts of court records, particularly some in Williamson County but I am not nearly through with this search. I have tried to cover the Nashville Globe years when Edmondson first became known @ 1939, but went back to earlier years and started trying to pick up mentions of the family there but once again, I am just getting started here. There has been little material out of this research that is c onclusive. I did establish a more definite birth date; most accounts place his birth at 1833, but the census records place it 1876. Having now no living descendents and no children, this has been particularly difficult.

PLEASE GIVE A STATEMENT WHICH EVALUATES THE WORK YOU HAVE DONE AS A RESULT OF THE INSTITUTE. While my personal project has been disappointing as far as the conclusive findings, all the research done and the methodology used and the gaining of familiarity with sources has been exciting and invaluable to me as a professional who deals a great deal with genealogical research. I felt our period of training was intensive and thorough and provided me with adequate background to follow through on my project. The only limitation was that of time.

GREENWOOD PRESS, INC.

Mrs. Jessie Carney Smith
Nashville, Tenn. 37203

4 October 1979
Page Two

want to be involved with copyediting and typesetting ourselves. Royalties and honoraria for contributors will be discussed in my next letter once I have a better sense of the size of the work and its component elements.

Needless to say I look forward to hearing from you soon and working with you on this new project.

Very sincerely yours,

GREENWOOD PRESS, INC.

James T. Sabin

James T. Sabin
Vice President, Editorial

JTS:jl

APPENDIX 8

GREENWOOD PRESS, INC. 51 Riverside Ave., Westport, CT 06880 203-226-3571
Cable Greenpress Westport CT TWX 710-457-3586

4 October 1979

Mrs. Jessie Carney Smith
Office of the Librarian
Fisk University
Nashville, Tennessee 37203

Dear Mrs. Smith:

Thank you very much for your letter of September 14, and for the information concerning your proposed work on ethnic genealogy for librarians. At the onset let me say that we would be delighted to work with you on the publication of an edited version of these papers.

As we see the matter, there is a dearth of handbook/reference oriented materials for librarians dealing with this perennial topic. It would seem to me that for many public librarians -- particularly after the impact of Roots helping patrons with questions of genealogical research must be a very time consuming part of their work. Given that they could use a handy guide or handbook on the topic, I think that such a work would have both great importance and marketability. I am confident you would agree.

In reviewing the outline, my only concern would be over the practical utility of the volume for librarians. It seems to me a real effort must be made to provide handy, practical information. Once more, I trust you will agree. I would be extremely interested in your thoughts on ways the practical handbook/reference components can be increased. One thing that occurs to me would be the addition of a directory of those organizations/societies that could provide library patrons with further information. In effect, this would simply be a fuller listing with addresses and phone numbers of those organizations discussed in the body of the book -- augmented, of course, by information about organizations that deal with ethnic groups not included in the body of your volume.

Once I hear from you on this matter and have some better sense of the size and length of the projected volume I will be able to propose appropriate terms for publication. As to your questions concerning camera-ready copy, no, I do not feel that this would be the most appropriate way to handle the work; we would

APPENDIX 9
INSTITUTE ANNOUNCEMENTS IN THE MEDIA

NASHVILLE, TENN.
TENNESSEAN
D. 123,746—S 213,665
NASHVILLE METROPOLITAN AREA

JUN 3 1979

Genealogy Studies To Begin at Fisk

The Fisk University Library, using a $39,998 grant from the U.S. Office of Education, is launching an institute on ethnic genealogy for librarians today.

The program will be conducted through June 22 and will include trips to Washington and Salt Lake City. It is designed to teach genealogical research techniques to librarians.

Topics to be offered include genealogical sources in the United States, oral history and ethnic genealogy, manuscripts and archives, as research sources, and preparation of family histories. Groups to be studied are Asian Americans, black Americans, Hispanics and native American Indians.

PARTICIPANTS in the program will go to Washington to visit the National Archives, the National Genealogical Society and Howard University. In Salt Lake City the librarians will tour the genealogical department of the Church of Jesus Christ of Latter-day Saints.

There also will be lectures, films and independent field research.

Those interested in attending the institute may contact Dr. Jessie Carney Smith, director of the institute, at Fisk University.

THE TENNESSEAN
Monday June 11 1979 Page 13

Author's Collection On Blacks in History Totals 7,000 Books

By DWIGHT LEWIS

When he was in the fourth grade, Charles Blockson began collecting books that mentioned American blacks or Africans.

And since that time, which was more than 30 years ago, Blockson has amassed a private collection of 7,000 books on Afro-American history.

"WHEN I WAS in the fourth grade, I asked a white teacher I had whether there were any black heroes other than Frederick Douglas and George Washington Carver," Blockson said. "She told me that no we didn't have any others because the job of blacks was to serve whites."

After hearing this from his teacher, Blockson, who played football at Pennsylvania State University with former professional football stars Lenny Moore and Roosevelt Brown, began his book collection.

Blockson was in Nashville last week to attend a special book party at Fisk University as part of the Fisk Institute of Ethnic Genealogy for Librarians.

THE AUTHOR of *Black Genealogy*, a book which tells blacks how to trace their roots, Blockson said during an interview that he also collects books about white persons, "both pro and con."

He said reading the books he has collected "has helped me eliminate ignorance, which is another form of slavery."

Blockson, also the author of *Pennsylvania Black History*, said next spring he will have another book coming out entitled *The Underground Railroad*.

IN THE new book, he said, readers will be able to find out about whites in the South who helped blacks escape to the North.

"The book also tells about black spies back in slavery days and the story of Jocko Graves — the little black statue that can be seen on many lawns throughout America."

Graves was a young black who froze to death holding the reins of George Washington's horse as the general crossed the Delaware. Washington was so moved that he built a statue to the youth at Mt. Vernon.

Blockson said he feels that blacks and whites should learn as much about their past as possible.

"BLACKS SHOULD especially get to their senior citizens because after a few more years there will not be too many blacks around to talk first-hand about slavery," he said.

Blockson added that when taking pictures of family members, persons should "write identifications on the back of the picture in pencil so that 50 years from now their descendants will know who is in the picture."

Charles Blockson
"Know past to know future"

"You must know your past in order to know your future," Blockson said. "Also, I feel my collection is part of the rich tradition of preserving the African culture."

HE ADDED that in traveling across the country to talk about his book collection, he tries to encourage other blacks to preserve their history.

"History is based on the written record," he said. "And black history is American history and American history is black history."

GENEALOGICAL INSTITUTE GIVES ROOTS TO LIBRARIANS

The Institute included several Fiskites discussing their roots. Karen Batchelor Farmer, who attended Fisk in the early 1970's and is the first known black member of the DAR, discusses her searches with Teddy Bart on the Noon Show. *The Cooking Dardens, Norma Jean and Carole, related stories of family recipes, medicines and beauty aids to a Fisk book party gathering. Two Darden ancestors attended Fisk. And Charles Blockson, a kindly giant of a man, autographs books for the assembled Fiskites.*

Pursuing one's family tree through the maze of intriguing relatives, puzzling contradictions, oftentimes frustrating diversions but entirely rewarding discoveries has entranced families for generations. It is a lonely task. The genealogist's home is a dusty archive shelf or a silent cemetery hiding that clue that unlocks the box of history. For the millions of Americans whose heritage has been virtually obliterated by the divisive years of slavery, the pursuit of one's heritage has taken an added significance. With the publication of Alex Haley's *Roots* in 1975 and its visual depiction on TV, thousands of individuals began listening more closely to family oral history. The number of genealogical searches has increased dramatically. But the added enthusiasm has necessitated increased direction.

To provide some counsel for librarians pursuing this field, the Fisk Library conducted a three-week Institute on Ethnic Genealogy during June. Made possible by a $35,000 grant from the U.S. Office of Education, the Institute assisted 20 librarians in developing competencies in ethnic genealogical search, emphasizing record identification, collection, preservation, use and service to searchers. The librarians concentrated on ethnic genealogical sources in the U.S., methods of genealogical search, oral history and ethnic genealogy, manuscripts and archives as research resources, the preservation and dissemination of materials, and the preparation of the family histories.

The first week of the Institute was spent on the Fisk campus attending a variety of lectures, films and seminars, in addition to visiting with nationally-known genealogists. Experts in genealogical research on Asian, Black, Hispanic and Native Americans provided tips to the librarians on charting a course through the labyrinths of genealogy. Field trips were conducted at the Tennessee State Library and Archives and the local cemeteries.

The DAR's First Black Member

The highlight of the first week, was the appearance of four nationally known genealogists: Karen Batchelor Farmer of Detroit, authors Carole and Norma Jean Darden of New York, and author Charles Blockson of Philadelphia.

Karen Farmer, the keynote speaker for the Institute, attended Fisk in the early 1970's and is the first acknowledged black member of the Daughters of the American Revolution (DAR).

An optician by profession but a genealogist at heart, Ms. Farmer's interest in genealogy developed with the birth of her son in late 1975. Deciding that she would have to learn about her family's history if she were to be able to tell her son about it, she made a New Year's resolution in January 1976 to begin tracing her ancestry.

She pieced together her paternal lineage through her great-grandparents who were slaves in Georgia. But her maternal line took her to Pennsylvania and an ancestor named William Hood. Hood came from Ireland, was of English descent and served in the Revolutionary War. Because of this discovery, Ms. Farmer made application for membership in the DAR. One year later, after she obtained sponsorship from her local chapter, she was inducted as a member of the DAR, the first black person ever honored with admittance to this organization.

Ms. Farmer, while noting that perserverance is a necessary trait for a genealogical researcher, said, "It doesn't have to take a lot of time. And it's as expensive as you make it."

She recommended that "first you talk with older relatives. Get stories. Then start from the present and go back. Never find someone with a last name the same as yours and come forward."

Mrs. Farmer said that her search into her line was the first time the doors of her family had been

opened since the marriage of her black great-great-grandfather to a white woman.

She said prior to her research she only knew her ancestors as stories. "Now I know these people as real people."

A Cookbook of Family History

Authors of *Spoonbread and Strawberry Wine: Recipes and Reminiscenses of a Family*, Norma Jean and Carole Darden are two sisters who spent seven years traveling hundreds of miles to visit relatives in Alabama, North Carolina, Ohio and Virginia to compile a book which is part memoir and part cookbook. *Spoonbread and Strawberry Wine* contains hundreds of family recipes, family health and beauty secrets, rare photographs and recollections of special family celebrations and rituals that are part of their heritage.

They discovered relatives like Lillian Allen Duncan, a Fisk music student, who used everyday vegetables as health and beauty aids; Papa Darden, the family winemaker; and Uncle John, an ice cream maker, pharmacist and professional pioneer. And in the process they were able to piece together different facts about their family and trace their own lineage.

Charles Blockson, the other featured Institute guest, is an anomaly – an imposing 6'2", 220-pound former college football player whose sole avocation is collecting books. "Even in college, when other guys were visiting sorority houses, I was in the library or talking with a book collector," he said.

A native of Norristown, Pennsylvania, Mr. Blockson has written *Black Genealogy*, a book on his own family's history and a how-to book on doing black genealogical research. In addition, he teaches ethnic and local history, is an historian and bibliophile; he has amassed a private collection of over 7,000 books.

A Beneficial Experience

Dr. Jessie Smith, University librarian and director of the Institute, was delighted with the response. "Every one of the participants became so entranced by the sessions and by the visits to libraries, archives and cemeteries that it was difficult for them to leave. But their enthusiasm let us know that the program had been successful."

The second week of the Institute was conducted in Washington, D.C. at the Howard University Library; the National Archives; the National Genealogical Society; the Library of Congress; the Association for the Study of Afro-American Life and History; and in the Church of Jesus Christ of Latter-Day Saints Library, in Salt Lake City, where participants were afforded an opportunity to study the genealogical techniques of the Mormons, for years this country's finest genealogists. The last week involved individual work by the participants in their home towns for a book on the Institute which will appear this year.

Dr. Smith saw the Institute as a thoroughly beneficial experience for the participants. "There is no doubt that the Institute had a significant impact on the staff, the participants, and the community residents who attended as observers. For example, two local staff persons who had not begun genealogical research projects became deeply involved in searching family lines during the Institute. One learned that her family's papers had been preserved and traced, one line as far back as the 1790's. Where the participants were concerned, enthusiasm was as high or higher when the program ended as it was when it had begun three weeks earlier. Especially toward the end of the visit to Salt Lake City, participants knew that the 'genealogical bug' had bitten, and that, somehow, their lives would never be quite the same.

"One participant expressed very well the general feeling of the group toward the Institute when she said 'it far exceeded my expectations. My only reservation is that there was so much to be absorbed I fear my own limitations in assimilating all this mass information. I felt the program was extremely well planned, all the resource people were excellent and the schedule well-paced. . .It opened many new vistas to historical research for me aside from the strictly genealogical perspective. If this was a by-product of your planning, you achieved it. . .' "

The Fisk Institute staff proposes to offer a series of lectures on ethnic genealogy during the year and to seek additional funding to repeat (and perhaps to expand) the formal program next year. Thus, the Fisk staff has assumed a leadership role in ethnic genealogy in this region, utilizing genealogical research as an approach to maximizing use of the library.

To assist those persons who are doing or would like to do genealogical research, the Fisk Institute offers these titles for your reference and review.

A Short and Practical List of Sources Helpful to the New Genealogist
Compiled by Jean Cazort, Fisk University Librarian

Basic Texts and Manuals

Doane, Gilbert H. *Searching for Your Ancestors*. 4th ed. Minneapolis, Minnesota: University of Minnesota Press, 1973.

Everton, George B., ed. *Handy Book for Genealogists*. 6th ed. Logan, Utah: Everton Publishers, 1971.

Greenwood, Val D. *The Researcher's Guide to American Genealogy*. Baltimore: Genealogical Publishing Co., 1973.

Helmbold, F. Wilbur. *Tracing Your Ancestry: A Step-By-Step Guide to Researching Your Family History*. Birmingham, Alabama: Oxmoor House, Inc., 1976.

Rose, James and Alice Eichholz. *Black Genesis*. Detroit: Gale Research Co., 1978.

Schatz, Walter, ed. *Directory of Afro-American Resources*. New York: Bowker, 1970.

Whiteman, Max. "Black Genealogy." *RQ*, 11 (Summer 1972), pp. 311-19.

Some Recent Genealogical Primers

American Genealogical Research Institute Staff. *How to Trace Your Family Tree*. New York: Doubleday, 1975.

Ashton, Rick J. et al. *The Genealogy Beginner's Manual*. New ed. Chicago: Newberry Library, 1977.

Beard, Timothy Field. *How to Find Your Family Roots*. New York: McGraw-Hill, 1977.

Epstein, Ellen R. and Rona Mendelsohn. *Record and Remember: Tracing Your Roots Through Oral History*. New York: Soverign Books, 1978.

Kelley, Harold. *In Search of Your Family Tree*. New York: St. Martin's, 1977.

Peskett, Hugh. *Discover Your Ancestors: A Quest for Your Roots*. New York: Arco Publishing Co., 1978.

Stryker-Rodda, Harriet. *How to Climb Your Family Tree: Genealogy for Beginners*. Philadelphia: Lippincott, 1977.

Westin, Jeane Eddy. *Finding Your Roots*. Published by J.P. Tarcher, Los Angeles; Distributed by St. Martin's Press, New York, 1977.

Stevenson, Noel C. *Search and Research: The Researcher's Handbook*. Revised edition. Salt Lake City: Deseret Book Co., 1973.

Stryker-Rodda, Kenn, ed. *Genealogy*. North Brunswick, N.J.: Boy Scouts of America, 1973.

Williams, Ethel W. *Know Your Ancestors: A Guide to Genealogical Research*. Rutland, Vt.: Charles E. Tuttle Co., 1960.

Reference Works

Kaminkow, Marion J., ed. *Genealogies in the Library of Congress: A Bibliography*. 3v. Baltimore: Magna Carta Book Co., 1972.

– *United States Local Histories in the Library of Congress*. 5v. Baltimore: Magna Carta Book Co., 1975.

Kirkham, E. Kay. *The Counties of the United States, Their Derivation and Census Schedules*. Salt Lake City: The Author, 1961.

– *A Handy Guide to Record-Searching in the Larger Cities of the United States*. Logan, Utah: Everton Publishers, 1974.

– *A Survey of American Church Records*. 2v. Salt Lake City: Deseret Book Co., 1958.

Lancour, Harold. *A Bibliography of Ship Passenger Lists, 1538-1825; Being a Guide to Published Lists of Early Immigrants to North America*. 3d rev. ed. by Richard J. Wolfe. New York: New York Public Library, 1966.

New York Public Library. Research Libraries. *Dictionary Catalog of the Local History and Genealogy Division*. 18v. Boston: G.K. Hall, 1974.

New York Public Library. Research Libraries. *United States Local History Catalog*. 2v. Boston: G.K. Hall, 1974.

Newberry Library. *The Genealogical Index*. 4v. Boston: G.K. Hall, 1960.

Rubincam, Milton and Jean Stephenson, ed. *Genealogical Research: Methods and Sources*. Washington: American Society of Genealogists, 1960.

Schreiner-Yantis, Netti, ed. *Genealogical Books in Print*. 2v. Springfield, Va.: Privately published, 1975.

United States National Center for Health Statistics. *Where to Write for Birth and Death Records*. Washington: Government Printing Office.

– *Where to Write for Marriage Records*. Washington: Government Printing Office.

– *Where to Write for Divorce Records*. Washington: Government Printing Office.

United States National Historical Publications and Records Commission. *The Directory of Archives and Manuscript Repositories*. Washington: National Archives and Records Service, 1978.

Black Genealogy

Abajian, James de T., ed. *Blacks in Selected Newspapers, Censuses and Other Sources; An Index to Names and Subjects*. Boston: G.K. Hall, 1977.

Afro-American 1553-1906. *Author Catalog of the Library Co. of Philadelphia and the Historical Society of Pennsylvania*. Boston: G.K. Hall, 1973.

"Black American Ancestry," in: Beard, Timothy Field. *How to Find Your Family Roots*. New York: McGraw-Hill, 1977, pp. 125-34.

"Black Ancestry," in: Beard, Timothy Field. *How to Find Your Family Roots*. New York: McGraw-Hill, 1977, pp. 274-88.

Blockson, Charles. *Black Genealogy*. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Burgen, Michele. "How To Trace Your Family Tree." *Ebony*, 32 (July 1977), pp. 52-54.

Peebles, Minnie. "Black Genealogy." *North Carolina Historical Review*, 55 (April 1978), pp. 164-173.

SACRAMENTO, CALIF.
OBSERVER
W. 36,500
SACRAMENTO METROPOLITAN AREA

Fisk Univ. Recieves Genealogical Grant

NASHVILLE, Tenn. - The Fisk University Library has been awarded a grant of $39,998 from the U.S. Office of Education to conduct an Institute on Ethnic Genealogy for Librarians. The formal program begins June 3, and ends June 22, and will include trips to Washington, D. C., Salt Lake City and local field experiences in genealogical search.

The institute is an exemplary program designed to assist librarians in developing competencies in ethnic genealogical search, emphasizing record identification, collection, preservation, use and service to searchers.

During the three-week institute, the librarians will concentrate on various topics, such as ethnic genealogical sources in the U.S. and methods of genealogical search, oral history and ethnic genealogy, manuscripts and archives as research resources, the preservation and dissemination of materials, and the preperation of family histories.

The first week of the institute will be spent on the Fisk campus attending a variety of lectures, films and seminars, in addition to visiting with nationally-known genealogists. The week of June 11-15, the institute will travel to Washington, D. C., to study at the National Archives, the National Genealogical Society and Howard University. The librarians will then visit the Genealogical Department of the Church of Jesus Christ of Latter Day Saints in Salt Lake City, Utah.

The third and final week of the dent study and research for institute participants.

Participants will be provided an opportunity for genealogical research on one of the following ethnic groups: Asian Americans (Chinese, Japanese or other Asians), Black Americans, Hispanic (Chicano/Mexican, Cuban, Puerto Rican), Americans, or Native Americans/American Indians. While in Nashville, participants will take field trips to local cemeteries and the Tennessee State Archives. Twenty mid-career or recent-graduate librarians, researchers or professional assistants from various types of libraries and research centers will be selected to participate in the program.

Consultants and lecturers will consist of a select group of nationally-known librarians and other educators from those ethnic groups whose needs the program addresses. A highlight of the institute will be the keynote address, which will be delivered by Karen Farmer of Detroit, Michigan, the first known Black member of the Daughters of the American Revolution. Ms. Farmer attended Fisk in the early 1970's, and is presently working on her certification as a genealogist.

Other speakers at the Institute will include Russell E. Bidlack, Dean of the University of Michigan School of Library Science and a genealogist, on "The Changing Attitude of Librarians Toward Genealogical Research;" Fisk Associate Librarian Jean E. Cazort, "Ethnic Genealogical Sources in The United States;" and Ann Allen Shockley, associate librarian for Public Services on "Manuscripts, Archives and Oral History as Sources of Genealogy."

Persons interested in receiving information on the institute and its publication should contact Dr. Jessie Carney Smith, Director, Institute on Ethnic Genealogy for Librarians, Fisk University, Nashville, Tenn., 37203.

THE NASHVILLE BANNER, Wednesday, June 6, 1979

Institute At Fisk Learns To Find 'Roots'

By PAULA WHITTAKER
Banner Staff Writer

Perseverance, patience, curiosity and a little time — those are the the keys to finding your roots, a genealogical expert said here this week.

The setting was the historic Jubilee Hall on the Fisk University campus and the air was filled with conversations of heritage.

It was a session of the Institute on Ethnic Genealogy for Librarians.

And they all contributed — the first black member of the Daughters of the American Revolution, an authority on black genealogy and two sisters who wrote a book on their heritage.

The three-week institute is designed to assist librarians in developing skills in ethnic genealogical search, record identification, collection and preservation.

The first week is being spent on the Fisk campus, while remaining weeks will find the librarians visiting genealogical departments at Howard University in Washington, D.C., and the Church of Jesus Christ of Latter Day Saints in Salt Lake City, Utah.

Karen Bachelor Farmer, the first black DAR member, shared her experiences in tracing her family's roots.

To become a member of the DAR you must "trace your line to a man or woman who fought or participated in the Revolutionary War," she said.

"You must also obtain two sponsors already members of the DAR. That's where the delay came," she said.

But after a month, the sponsors were found, and Mrs. Farmer became a member of the Ezra Parker Chapter in Royal Oak, Mich.

The first ancestor she found to join the national organization was William Hood, her great-great-grandfather. "Later I found others who had served."

Mrs. Farmer, while noting that perseverance is a necessary trait for a genealogical researcher, said, "It doesn't have to take a lot of time. And it's as expensive as you make it."

She recommended that "first, you talk with older relatives. Get stories. Then start from the present and go back. Never find someone with a last name the same as yours and come forward."

Mrs. Farmer said her search into her line was the first time the doors of her family had been open since the marriage of her black great-great-grandfather to his white wife.

She said prior to her research she only knew her ancestors as stories. "Now I know these people as real people."

"Now that I have found genealogy, it is something I will do until the day I die."

Sisters Norma Jean and Carole Darden told of their seven years of travel to Alabama, North Carolina, Ohio and Virginia to visit relatives and hear stories of their family.

"We wrote letters asking for information, and thank goodness they failed to respond adequately. That meant we had to go to them," Carole Darden said.

The sisters, authors of *Spoonbread and Strawberry Wine: Recipes and Reminiscences of a Family*, said the process of finding roots draws the family closer.

"Librarians have the responsibility to relay the sense of purpose as they come in touch with heritage more than others," Norma Jean Darden said.

Charles Blockson, the author of *Black Genealogy*, said his love for history began as a fifth-grader in Pennsylvania.

"Even in college when other guys were visiting sorority houses, I was in the library or talking with a book collector," Blockson said.

"I traced my family back to 1735," said Blockson, who found his "Miss Jane Pittman" in Manerva Blockson, a 105-year-old relative living in Pennsylvania.

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS

June 3 - 22, 1979

Guide for Participants

Conducted Under a Grant From the U. S. Office of Education
Title II-B, Higher Education Act of 1965

Fisk University Library
Fisk University
Nashville, Tennessee 37203
615/329-8730

TABLE OF CONTENTS

	Page
Goals	4
Objectives	4
Background of the Participants	6
The Program	7
Institute Schedule	32
Field Trips	37
Map of Nashville	39
Fisk University Campus Guide	40

INSTITUTE ON ETHNIC GENEALOGY FOR LIBRARIANS
Fisk University
June 3 - 22, 1979

Through the Institute on Ethnic Genealogy for Librarians, Fisk University Library is expanding its long commitment to black and/or ethnic studies librarianship. The institute aims to develop in librarians particular expertise and competency, to enhance their service capability to patrons, and to help address an area of popular interest. Further, the program aims to provide a means through which the U. S. Office of Education, which provides the required funding for the program, may become involved in genealogical training for librarians, thus fulfilling a void in its training emphases.

Participants in the institute should be aware of the national interest in the broad area which the program addresses as expressed in the priorities of the U. S. Office of Education during this grant period. Both the University and the library look upon the project as an innovative and exemplary training program which addresses priorities set forth in the Federal Register (Friday, May 17, 1974) and which is designed to insure library training in certain key areas or areas of critical need. These priorities include (1) "the attraction of minority and/or economically deprived persons into the library, media, and information science fields," (2) "the fostering and development of innovative practices to reform and revitalize the traditional systems of library and information service," and (3) "the retraining of professional librarians in the mastery of new skills and competencies,"

including human relations and social interaction aimed at enhancing the quality of life for ethnic groups.

Perhaps at no time in the past has there been such widespread interest in genealogy and in family histories than there has been during the past few years. Some scholars suggest that, unquestionably, the publication of Alex Haley's Roots and the television adaptation of Miss Jane Pittman have been the two most powerful forces behind this interest and behind the resulting hunger of the nation for genealogical study. To the contrary, some writers claim that, "spurred by the Bicentennial, then galvanized by Alex Haley's Roots, the quest for personal origins has turned phenomenal . . . . It has also, significantly, turned ethnic." (Newsweek 90:26-28, July 4, 1977.) Moreover, they assert that since America's Bicentennial celebration there has been a curious sequel. The nation's citizens soon began to focus not so much on American history as on personal history. By the thousands, new as well as seasoned researchers are crowding into libraries and archives in search of information which may well pre-date the founding of this country.

Genealogical searches for black Americans have been difficult. Many records vital to black genealogy have been lost or destroyed over the years. During the slavery period, genealogical documentation was virtually unknown, as slaves may have been unable to provide written clues to their origins, as the black slave/white master mixtures were unrecorded in official records, and as slave names were often lost during the years.

Genealogical searches for ethnic groups are further complicated by the admixture of the groups, particularly in certain geographical areas of the country. For example, the frequent mixture of blacks, whites and Indians, of blacks and Indians, and of whites and Indians in North Carolina, Virginia and Maryland, of Chicanos and Indians in the West, and of Africans, Indians, and Spanish in Puerto Rico will lead to the searcher's difficulty in tracing histories when records are lacking or incomplete. Once written, however, such histories will provide a new and enlightening addition to American culture.

Thus, the popularity of and necessity for genealogical searches in America have been well documented. Problems peculiar to ethnic groups in quest of genealogical information are compounded and point to the need for special attention to a serious problem. For librarians, the importance of genealogical activities looms large. Because libraries aim to preserve and interpret information regardless of the form in which it is contained, oral history and family history projects need to become permanent additions to archives. Various documents already in archival collections are potentially useful sources for genealogical searches. The oral and family history projects as well as the archival materials in libraries must be indexed to facilitate use by searchers. In addition, those who are involved in such projects often uncover valuable and obscure materials which might have been lost to searchers. Such materials include letters, business ledgers, photographs, early city directories, and similar items

valuable for genealogical and other study. When possible, these materials should also become a permanent part of archival collections.

Genealogical searchers also require the professional assistance of genealogists and of librarians. While librarians are not necessarily genealogists by training, they need to develop particular expertise and competencies to enhance their service capability to patrons and to help address an immediate and pressing need.

The institute, therefore, focuses on two vital and important aspects of genealogy: (1) record identification, collection, and use, and (2) service to genealogical searchers.

Goals

The primary goal of the institute is to prepare 20 librarians to collect, preserve, interpret, and disseminate materials on ethnic genealogy to meet the needs of the pluralistic communities which they serve. A secondary aim of the institute is to create more widespread interest in collecting and preserving materials on ethnic genealogy to support genealogical searches in the future, whether or not such resources are deposited in libraries and archival collections or retained in personal collections. These goals will be addressed through research, teaching, and practical experience (or field work) and through the realization of the following principal objectives:

1. To assist in appraising genealogical projects and in identifying the need for further library involvement

by making needs assessment study before the institute begins.

2. To assist in meeting an educational and a resource need by identifying and appraising existing sources of genealogical material with emphasis on those relating more closely to ethnic groups and to local history.
3. To document the use of genealogical sources in publication by identifying at least 5 outstanding genealogical works on black, hispanic, Asian and native Americans.
4. To assist librarians in developing techniques to support and enhance genealogical search by drawing upon genealogical training programs already offered in other subject areas and by devising innovative techniques.
5. To train a group of 20 librarians who will use the multiplier effect to train at least 20 additional librarians or library personnel in academic, public and/or special libraries and to develop competencies in genealogical searches. As these librarians train others, it is ultimately the researcher who will benefit from their expertise and who will become better equipped to prepare family histories.
6. To stimulate among the library profession and library schools increased interest in ethnic genealogical

training, culminating in increased library activity in genealogy and in a formal course or a substantial unit of an existing course.

The importance of and need for this project must not be minimized, for its completion will result in the fulfillment of an acute information problem in library education and in library service, particularly as it relates to a current, popular and pressing need--that of ethnic genealogy. As far as library literature indicates, there has been no federal involvement in genealogical training for librarians. Further, the institute and its results should lead to recommendations for improving library science teaching on ethnic subjects and for improving library service to ethnic groups. Finally, the institute will result in meeting the unfilled cultural and educational needs of ethnic groups who may be unfamiliar or, at best, minimally familiar with their own heritage and genealogical resources as well as such needs of ethnic groups who require an introduction to other cultures. Of special importance here is the attention given to the pluralistic background of ethnic groups and the problems encountered in tracing their roots through obscure sources.

Background of the Participants

Twenty recent-graduate and mid-career librarians, library research assistants, and library educators have been invited to participate in the institute. This is felt to be an ideal number of participants to receive the guidance and close supervision of the institute director and staff.

The program has selected persons of different backgrounds and experiences so that they may bring to the institute variations in types of genealogical research problems from several geographical areas and representing different ethnic groups. No geographical, racial, sexual, age or physical limitation has been imposed.

The Program

Activities of the institute are outlined in the planning chart which follows. Components of the program include the following broad categories: (1) Needs Assessment; (2) Resources Assessment; (3) Recruitment and Selection of Participants; (4) Intensive Training Period; (5) Field Experiences; (6) Evaluation, and (7) Publication. Each broad activity has been carefully designed to enable the institute to meet its goals and to show a direct relationship between the program and the objectives of the institute.

Participants will be provided an opportunity for genealogical research on a family within one of the following ethnic groups:

1. American Indian/Native American
2. Black American
3. Chicano/Mexican American
4. Asian-American
5. Puerto Rican American
6. Cuban American

While the staff makes no effort to rank the importance of one group over another, emphasis has been placed on these groups for

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
I. Needs Assessment	p. 4, #1													
1. Through literature search and written follow-up, identify and appraise national, regional and local projects on ethnic genealogy: concentrate on written, oral, and visual materials					1	-	-	-	-	-	-	-	-	Director and Staff
2. Prepare list in written form and distribute to participants					1	-	-	-	-	-	-	-	-	Director and Staff
II. Resources Assessment	p. 4-5, #1, #3													
1. Locate, describe and appraise local sources on ethnic genealogy						15	-	-	-	-	-	-	-	Participants; Director and Staff
2. Submit list to institute director						30	-	-	-	-	-	-	-	Participants
3. Prepare comprehensive list and distribute to participants							10	-	-	-	-	-	-	Director and Staff
III. Recruitment and Selection of Participants	p. 5-6, #6													Director and Staff

*Dates shown indicate deadline for completing the activity.
Dates connected by broken lines indicate activity delayed, but finally completed.

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
1. Pre-Application period														
a. Publication of Program (announcements in news media, announcements to professional colleagues, announcements at meetings to libraries, educational institutions, library schools, research cneters, etc., to solicit appli-cations							1							Director and Staff
2. Review Applications														
a. Examine selection criteria; review commitment of appli-cant; consider quality of recommendations							19							Director and Staff
b. Select 20 appointees and two alternates for each							20							Director and Staff
c. Send letters of appointment							21							Director
d. Receive letters of acceptance							30							Director
IV. Intensive Training	p. 5-6, #4, #5 #6							10 21	-	-	-	-	-	Director and Staff

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
1. Appointees' backgrounds assessed; pre-testing period; competencies and interests as related to program rated by three modes of evaluation:								10	-	-	-	-	-	Director and Staff
a. Written test, assessing skills and competencies								10	-	-	-	-	-	Director and Staff
b. Questionnaire of aims and objectives (individual behavioral objectives)								10	-	-	-	-	-	Director and Staff
c. Interview-conference to assess motivation, probable follow-through special areas of interest, etc.								10	-	-	-	-	-	Staff
2. Program														
Lecture/Discussion/Workshops														
a. Ethnic Genealogical Resources in the United States (Review genealogical collections, discuss outstanding projects; Genealogical methodologies stressed.)								11	-	-	-	-	-	Staff

10

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
b. Oral History and Ethnic Genealogy								12 13	-	-	-	-	-	Staff, with Participants
c. Visual History and Ethnic Genealogy								14	-	-	-	-	-	Staff, with Participants
d. Manuscripts and Archives as Sources of Support								15	-	-	-	-	-	Staff, with Participants
e. Copyright Rights and Privileges								17	-	-	-	-	-	Staff, with Participants
f. Preservation and Dissemination of Materials								18	-	-	-	-	-	Staff, with Participants
Related Field Trips														
a. Visit to Tennessee State Library and Archives (Genealogical Section)								15	-	-	-	-	-	Staff, with Participants
b. Visit to Local Cemeteries and other Local Historic Sites								16	-	-	-	-	-	Staff, with Participants
c. Visit to National Archives, National Genealogical Society, Howard University, Association for the Study of Afro-American Life and History								19	-	-	-	-	-	Staff, with Participants

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
d. Visit to Mormon Church, Genealogical Society, Salt Lake City, Utah							20	-	-	-	-	-	-	Staff, with Participants
e. Wind-up Session and Field Work Planning							21	-	-	-	-	-	-	Participants
V. Field Experiences (An experimental phase of genealogical search designed to enable participants to begin genealogical projects which they must complete after project ends.)	p. 5, #5						24 28*	-	-	-	-	-	-	Staff, with Participants
1. Interview with local family							24	-	-	-	-	-	-	Staff, with Participants
2. Prepare oral and visual histories.							24 25	-	-	-	-	-	-	Staff, with Participants
3. Locate appropriate records							26 27	-	-	-	-	-	-	Staff, with Participants
4. Begin written (family) history							28	-	-	-	-	-	-	Staff, with Participants
5. Submit progress reports								17	1	2	1	-	-	Staff, with Participants
6. Submit final report													1	

*With approval of Director, may be taken in August

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VI. Evaluation	p. 4-6, #1-6													
1. Staff and Participants review program, assess competencies gaines during program, determine if program and individual goals and objectives were met								** 10 - - - - - - - 21						Director, Staff and Participants
2. Field experiences assessed in terms of relationship and importance to program and goals. Were methodologies effective?									15 - - - - - -					Participants
Reports of field projects assessed													15	Staff
3. Program further evaluates and recommendations made for correcting weaknesses in future, or for continuing program													15	Director, Staff and Participants and External Evaluator
4. Final Evaluation Report Prepared; mailed to OE, staff, and participants													30	Director

** Daily as well as final evaluation

13

*Planning Chart, April 1, 1978 - December 31, 1979

1978

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods		-	-	-	-	-	-	-	-	-	-	-	-	Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.		-	-	-	-	-	-	-	-	-	-	-	-	Director, or Publisher

14

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
I. Needs Assessment		-	28											Director and Staff
1. Through literature search and written follow-up, identify and appraise national, regional and local projects on ethnic genealogy; concentrate on written, oral, and visual materials														
2. Prepare list in written form and distribute to participants		-	-	15										Director and Staff
II. Resources Assessment		-	-	-	-	-	-	8						Participants; Director and Staff
1. Locate, describe and appraise local sources on ethnic genealogy.														
2. Submit list to institute director		-	-	-	-	-	-	8						Participants
3. Prepare comprehensive list and distribute to participants							19							Director and Staff

Dates connected by broken lines indicate activity delayed, but finally completed.

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
IV. Intensive Training		-	-	-	-	-	3-15							Director and Staff
1. Appointees' backgrounds assessed; pre-testing period; competencies and interests as related to program rated by three modes of evaluation:		-	-	-	-	-	4							
a. Written test, assessing skills and competencies		-	-	-	-	-	4							Staff
b. Questionnaire of aims and objectives (individual behavioral objectives)		-	-	-	-	-	4							Staff
c. Interview-conference to assess motivation, probable follow-through special areas of interest, etc.		-	-	-	-	-	4							Staff
2. Program														
Lecture/Discussion/Workshops														
a. Ethnic Genealogical Resources in the United States (Review genealogical collections, discuss outstanding projects; Genealogical methodologies stressed.)		-	-	-	-	-	4							Staff

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
b. Oral History and Ethnic Genealogy		-	-	-	-	-	- 6							Staff, with Participants
c. Visual History and Ethnic Genealogy		-	-	-	-	-	- 5-6							Staff, with Participants
d. Manuscripts and Archives as Sources of Support		-	-	-	-	-	- 5-7							Staff, with Participants
e. Copyright Rights and Privileges		-	-	-	-	-	- 4							Staff, with Participants
f. Preservation and Dissemination of Materials		-	-	-	-	-	- 4-6							Staff, with Participants
Related Field Trips														
a. Visit to Tennessee State Library and Archives (Genealogical Section)		-	-	-	-	-	- 7							Staff, with Participants
b. Visit to Local Cemeteries and other Local Historic Sites		-	-	-	-	-	- 7							Staff, with Participants
c. Visit to National Archives, National Genealogical Society, Howard University, Association for the Study of Afro-American Life and History		-	-	-	-	-	- 11-13							Staff, with Participants

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
d. Visit to Mormon Church Genealogical Society, Salt Lake City, Utah		-	-	-	-	-	14							Staff, with Participants
e. Wind-up Session and Field Work Planning		-	-	-	-	-	14							Participants
V. Field Experiences (An experimental phase of genealogical search designed to enable participants to begin genealogical projects which they must complete <u>after</u> project ends.)		-	-	-	-	-	18 22							Participants
1. Interview with local family		-	-	-	-	-	18							
2. Prepare oral and visual histories		-	-	-	-	-	18 19							
3. Locate appropriate records		-	-	-	-	-	20 22							
4. Begin written (family) history		-	-	-	-	-	22							
5. Submit progress reports		-	-	-	-	-	-	15	31	30	15			
6. Submit final report		-	-	-	-	-	-	-	-	-	-	1		

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VI. Evaluation														
1. Staff and Participants review program, assess competencies gaines during program, determine if program and individual goals and objectives were met		-	-	-	-	-	4-14							Directors, Staff and Participants
2. Field experiences assessed in terms of relationship and importance to program and goals. Were methodologies effective?		-	-	-	-	-	22							Participants
Reports of field projects assessed		-	-	-	-	-	-	-	-	-	-	15		Staff
3. Program further evaluates and recommendations made for correcting weaknesses in future, or for continuing program		-	-	-	-	-	-	-	-	-	-	-	1	Director, Staff and Participants and External Evaluator
4. Final Evaluation Report Prepared; mailed to OE, staff, and participants		-	-	-	-	-	-	-	-	-	-	-	1	Director

19

*Planning Chart, April 1, 1978 - December 31, 1979

1979

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods														Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.														Director, or Publisher

*Planning Chart, April 1, 1978 - December 31, 1979

1980

ACTION STEPS	RELATED EDUCATIONAL OBJECTIVE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	RESPONSIBILITY CENTER
VII. Publication														
1. Program activities projects, related projects, ethnic genealogical resources, etc. prepared and published by appropriate methods													31	Director
2. Published document (or announcement) disseminated to libraries, library schools, participants, library literature, news media, etc.														Director, or Publisher

21

reasons given earlier in this Guide. Moreover, the staff believes that the inclusion of all ethnic groups might make the project too ambitious, in view of the limited time frame and the modest budget. As expressed earlier, the multiplier effect which will be utilized in this training program will lead to the training of additional persons whose orientation is toward other ethnic groups.

Of special importance to the program's success are (1) the usefulness of the data collected and the extent to which it contributes to ethnic family histories; (2) areas in which additional ethnic genealogical research and resources are needed; (3) extent to which program may provide spin-offs to other genealogical projects; (4) ability of participants to continue genealogical search and to train others once they return to their positions. These typical questions are addressed in the evaluation instruments and procedures.

Facilities and Resources

The program will be administered through the Fisk University Library--a modern, attractive and fuctional building which houses an exhaustive collection of all types of materials, listening and viewing facilities, an art gallery (containing over 500 pieces of original African art and more than 300 pieces of Afro-American art), and an outstanding collection of black studies materials. Those resources in the collection which are particularly suited to the focus of the institute are the Fisk University Archives (especially older Fisk catalogs, student newspapers, and literary journals), papers of the Fisk Jubilee Singers, documents published by the

American Missionary Association, and papers of John Mercer Langston, James C. Napier and Charles S. Johnson. These materials as well as others included in the Fisk library are used already to support genealogical search questions.

Fields Trips (see also Field Trip Schedule, pages 37-38.

Local. Field trips will be taken to the Tennessee State Library and Archives, The Overton Hill Civil War Battle of Nashville site, Fort Negley, and the National Cemetery (for Civil War soldiers only).

Out-of-State. Field trips will be taken to a number of sites located in the District of Columbia. These include the National Archives, the Association for the Study of Afro-American Life and History, the National Genealogical Society, and Moorland-Spingarn Research Center, Howard University. Participants will also visit the Genealogical Department, Church of Jesus Christ of Latter Day Saints, Salt Lake City, Utah where additional lectures on ethnic genealogy will be presented and where opportunity to engage in a genealogical search project will be provided. The Institute Director will accompany participants on all field trips.

The institute will pay all travel costs of local and out-of-state field trips. Double room reservations have been reserved at the following motels or hotels:

Washington, D. C. Harambee House, 2225 Georgia Avenue, N. W. (202/462-5400). Cost $47.50 per night, or $23.75 plus tax each person. The group will arrive in Washington on Sunday, June 10 and depart on Wednesday, June 13. Time will be provided for sightseeing.

Salt Lake City, Utah. Utah Hotel Motor Inn, 125 West North Temple (801/532-3100). Cost $35.00 per night, or $17.50 plus tax each person. The group will arrive in Salt Lake City on Wednesday, June 13 and depart on Friday, June 15. Time will be provided for sightseeing.

Air reservations have been made for the trips to Washington and to Salt Lake City. Participants will return to Nashville or to their home city, depending on prior arrangements with the Institute Director. Those participants whose airline tickets exceed the cost of round trip air fare from Nashville to Salt Lake City via Washington will be asked to reimburse the University for any costs which have been incurred. Tickets will be distributed on Tuesday, June 5.

Travel, Living Arrangements and Other Accommodations

Travel (see also Field Trips)

Participants who are using air transportation to Nashville will fly into the Metropolitan Airport. Taxi service is available directly from the airport to Jubilee Hall, Fisk University, where participants will reside. The rate will approximate $12.00. Participants who are arriving by bus or train may also take a taxi from the station to the campus at considerably less than $12.00. Those who are driving should consult the attached map of Nashville for directions. The Fisk campus is located on 17th and 18th Avenues in North Nashville, and is bordered on the north side by Jefferson Street.

Living Arrangements (see also Field Trips)

Housing. The University offers dormitory space in historic Jubilee Hall. Both single and double rooms are available at the rate of $10 per night each person. The University will furnish linen. The dormitory director, Mrs. Madelyn Lord, will be available to assit you with your needs.

Food Service. Meals may be taken in the Student Union Building. Cost of three meals per day is estimated at $7.00. Meals may also be taken at Meharry Medical College located dirently across from Fisk University.

Stipends

Participants will receive a stipend of $75.00 per week for three weeks. A check for the full amount ($225.00) will be issued on Friday, June 8 to help defray expenses which will be incurred in connnection with the out-of-state field trips.

Recreation

Several tennis courts are available on the Fisk campus. The city-owned parks provide tennis courts and other recreational facilities. Opryland, located in Nashville, may be most appealing to fun lovers. State-owned parks such as Percy Warner, Edwin Warner, Montgomery Bell, Henry Horton, and Cedars of Lebanon are especially popular places for outings. Boating, fishing, and other activities are available at Old Hickory Lake, Percy Priest Lake, and other TVA lakes nearby. Participants will want to take advantage of the various historic points of interest on campus and

in the city, and of the numerous cultural activities on other local campuses.

Churches

The following churches are representative of many that are located in Nashville:

First Baptist Church Capitol Hill, 900 James Robertson Parkway
First Baptist Church, 108 - 7th Avenue, South
Clark Memorial United Methodist Church, 1014 - 14th Avenue, North
West End Methodist Church, 2130 West End Avenue
St. Vincent DePaul Church, 1708 Heiman Street
Cathedral of the Incarnation, 2001 West End Avenue

List of Participants

Mrs. Marion E. Bonniwell
Volunteer Librarian and
Genealogical Worker
800 Glen Leven Drive
Nashville, Tennessee 37204

Mrs. Nell H. Booker
Graduate Student
Peabody Library School
George Peabody College for Teachers
Nashville, Tennessee 37203

Mr. Sam Cameron
Archivist
NHPRC Project
Fisk University
Nashville, Tennessee 37203

Mrs. Honor Jean Davenport
Librarian
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

Mrs. Brenda Davis
Administrator
Ethnic Studies Center
Lincoln University
Jefferson City, Missouri 65101

Mrs. Dorothy E. Davis
Librarian - Archivist
Southern University
Baton Rouge, Louisiana 70813

Ms. Clara B. Gordon
Head Librarian
Morris College
N. Main Street
Sumter, South Carolina 29150

Ms. Cheryl Goza
Assistant Public Service Librarian
Fisk University
Nashville, Tennessee 37203

Dr. Robbye R. Henderson
University Librarian
Mississippi Valley State University
Itta Bena, Mississippi 38941

Ms. Gloria J. Mims
Librarian
Special Collections
Atlanta University
Atlanta, Georgia 30314

Mrs. Nellie Musson
Author
2715 Whites Creek Pike, Apt. #72
Nashville, Tennessee

Mrs. Cassandra M. NOrman
Administrative Librarian
Voorhees College
Voorhees Road
Denmark, South Carolina 29042

Mrs. Mary R. Prince
Reader's Adviser
Director of Oral History
Mississippi Valley State University
Itta Bena, Mississippi 38941

Mrs. Vallie P. Pursley
Graduate Student
Peabody Library School
George Peabody College for Teachers
Nashville, Tennessee 37203

List of Participants (continued)

Mrs. Marion T. Roberts
Associate Professor
Reference Department
Tennessee State University
Nashville, Tennessee 37203

Ms. Sheila M. Street
Route 4, Box 194
Mebane, North Carolina 27302

Ms. Shirley A. Walker
Branch Librarian
Douglass Branch Library
310 E. Bradley Street
Champaign, Illinois 61820

Mrs. Carolyn T. Wilson
Assistant Librarian
United Methodist Publishing House Library
201 8th Avenue, South, Room 122
Nashville, Tennessee 37203

Dr. Tommie M. Young
Library Director
North Carolina A & T State University
312 East Market Street
Greensboro, North Carolina 27411

Ms. Linda Watson
Library Staff
Tennessee Technological University
Cookville, Tennessee

List of Staff

Dr. Russell E. Bidlack
Dean
School of Library Science
The University of Michigan
Ann Arbor, Michigan 48109

Mrs. Jeanne Bigger
Registered Genealogist
Bragg Circle
Tullahoma, Tennessee 37288

Dr. Charles L. Blockson
Author, Researcher, Lecturer
P. O. Box 681
Norristown, Pennsylvania 19401

Mrs. Jean Elder Cazort
Associate Librarian for Technical Services
and Assistant Professor
Fisk University
Nashville, Tennessee 37203

Ms. Carole Darden
Child Therapist and Author
158 - 18 Riverside Drive West
Apartment 7E
New York, N. Y. 10032

Ms. Norma Jean Darden
Actress, Scriptwriter, Author, Former Fashion Model
333 East 75th Street
Apartment 9G
New York, N. Y. 10021

Ms. Karen Farmer
First Known Black Member, DAR
1245 Navarre Place
Detroit, Michigan 48207

Mrs. Beth M. Howse
Archivist, and Reference Librarian
Special Collections
Fisk University
Nashville, Tennessee 37203

Dr. Guy W. Logsdon (Choctaw-Cherokee)
Director of Libraries,
Adjunct Associate Professor and Author
University of Tulsa
Tulsa, Oklahoma

Dr. Bobby Lovett
Assistant Professor of History
Tennessee State University
Nashville, Tennessee 37203

Mrs. Anna P. Roberts
Administrative Secretary
Institute on Ethnic Genealogy for Librarians
Fisk University
Nashville, Tennessee 37203

Ms. Ann Allen Shockley
Associate Librarian for Public Services,
Associate Professor, and Author
Fisk University
Nashville, Tennessee 37203

List of Staff (continued)

Dr. Jessie Carney Smith
Institute Director
University Librarian, Professor and Author
Fisk University
Nashville, Tennessee 37203

Mrs. Betty Lee Sung
Assistant Professor, and Author
Department of Asian Studies
City College of the City University
of New York
138th and Covent Avenue
New York, N. Y. 10031

*C A L E N D A R

Sunday, June 3

Opening Session

7:00 - 9:00 P. M. . . . . Registration, Dinner
Faculty Dining Room
Student Union Building

Keynote Speaker: Karen Farmer
First Known Black Member, DAR

---

* NOTE: Unless specified otherwise, all sessions will be held in the Library Lounge, Fisk University.

Monday, June 4

8:45 - 9:00 A. M. . . . . Coffee

9:00 - 9:30 . . . . . Orientation

THEME: AN INTRODUCTION TO ETHNIC GENEALOGY
Jessie Carney Smith, Presiding

9:30 - 9:45 . . . . . Film: Alex Haley: "My Search for Roots"

9:45 - 10:45 . . . . . Participant Reaction; Presentation of Individual Project Proposals

10:45 - 11:00 . . . . . B R E A K

11:00 - *11:45. . . . . "The Changing Attitude of Librarians Toward Genealogical Research," Russell E. Bidlack, Dean, School of Library Science University of Michigan, and Genealogist

Participant Reaction

12:00 - 1:30 P.M. . . . . Lunch, Faculty Dining Room Student Union Building

BOOK PARTY
Jubilee Hall, Appleton Room

1:30 - 2:15 . . . . . Spoonbread and Strawberry Wine: Recipes and Reminiscences of a Family, Norma Jean and Carole Darden, authors

Participant Reaction

2:30 - 3:15 . . . . . Black Genealogy, Charles L. Blockson, author

Participant Reaction

3:30 - 4:30 . . . . . Autograph Session

4:30. . . . . Plenary Session for Participants

5:00. . . . . Adjourn

---

* Participant reaction after presentation.

Tuesday, June 5

THE GENEALOGY OF ETHNIC GROUPS

Jessie Carney Smith, Presiding

9:00 - *10:15 A.M.	"Black Genealogy" Charles L. Blockson, Author, Researcher, Lecturer
10:30 - 10:45	B R E A K
10:45 - *11:45	"Asian Genealogy" Betty Lee Sung Assistant Professor and Author City College of the City University of New York
12:00 - 1:00 P.M	Lunch, Faculty Dining Room
1:00 - 2:15.	Tour, Fisk Library and Campus Dorothy G. Lake, Guide
2:15 - 3:15.	Techniques of Genealogical Research--Lecture/Demonstration Mrs. Jeanne Bigger Registered Genealogist
3:15 - 3:30.	B R E A K
3:30 - 4:30.	Techniques of Genealogical Research (continued)
4:30	Plenary Session for Participants
5:00	Adjourn

* Participant reaction after each presentation.

Wednesday, June 6

THEME: GENEALOGICAL SOURCES
Jean E. Cazort, Presiding

8:30 - 9:15 A.M.	"Ethnic Genealogical Sources in the United States, Jean E. Cazort, Associate Librarian for Technical Services, Fisk University
	Participant Reaction
9:30 - 10:15	Review of Secondary Sources
10:15 - 10:30	B R E A K
10:30 - 11:30	"Researching Family Histories: An Approach to Teaching History," Bobby Lovett, Assistant Professor of History, Tennessee State University
	Participant Reaction
12:00 - 1:30 P.M.	Lunch, Faculty Dining Room

GENEALOGICAL SOURCES (continued)
Ann Allen Shockley, Presiding

1:30 - 2:30	"Manuscripts, Archives, and Oral History as Sources of Genealogy," Ann Allen Shockley, Associate Librarian for Public Services
2:30 - 4:30	Participant Reaction; Review of Primary and Secondary Sources
	Community Resource Persons: Ms. Wanda Moore Mrs. Thelma Treherne Mrs. Edith Work
4:30 - 4:45	Plenary Session
4:45	Adjourn

Thursday, June 7

LOCAL FIELD TRIPS
Bobby Lovett, and Jessie Carney Smith
GUIDES

8:30 - 10:00	Research on individual projects
10:30 - 11:30	Tour and Lecture, Tennessee State Library and Archives
11:30 - 12:30	Lunch
12:30 - 3:30	Tour historic sites: Overton Hill Civil War Battle of Nashville, Fort Negley, and the National Cemetery (Civil War section)
3:30	Return to campus; free time

Friday, June 8

THEME: THE GENEALOGY OF ETHNIC GROUPS (continued)
Beth M. Howse, Presiding

9:00 - *10:00	"Native American Genealogy" Dr. Guy W. Logsdon (Choctaw-Cherokee), Director of Libraries, Adjunct Associate Professor and Author, University of Tulsa
10:15 - 10:30	B R E A K
10:45 - *11:30	"The Family Tree of a Fisk Jubilee Singer" Beth M. Howse, Archivist and Reference Librarian, Special Collection, Fisk University Library
12:00 - 1:30	Lunch, Faculty Dining Room

THEME: PRACTICUM AND WRAP-UP

1:30 - 4:00	Practicum
4:00 - 5:00	Plenary Session (Program Evaluation and Preparation for Field Trips)
5:00.	Adjourn

* Participant reaction after presentation.

FIELD TRIPS
Jessie Carney Smith, Guide

Sunday, June 10

1:10 P.M.	Depart for Washington, D. C. via AA#624
3:36 P.M.	Arrive in Washington

Monday, June 11

8:00 A.M. - 1:30 P.M.	Free time
1:30 P.M.	Association for the Study of Afro-American Life and History 1401 Fourteenth Street, N. W. Mr. Piker, Director
7:00 P.M.	National Genealogical Society 1921 Sunderland Place, N. W. Mr. Stilley, Director Mrs. Jean Strahan, Librarian and contact person home: 202/593-3003

Tuesday, June 12

9:00 A.M.	Moorland-Spingarn Research Center Howard University Founders Library 2401 6th Street, N. W. Dr. Michael Winston, Director
1:30 P.M.	National Archives & Records Service Genealogical Program Education Division Constitution Avenue Phone: 202/633-9683 Ms. Lorraine Branning (contact person)

Wednesday, June 13

1:05 P.M.	Depart for Salt Lake City via AA#345
4:51 P.M.	Arrive in Salt Lake City

Thursday, June 14

7:30 A.M. . . . . Orientation, Genealogical Society of the Church of Jesus Christ of Latter Day Saints
50 East North Temple Street
Phone: 801/531-2896
Dr. Ray Wright, Patron Service Supervisor, Ms. Athlene Woolde (contact person)

8:30 . . . . . Lecture Series:
American Indians Records and

Hispanic Records and Research
Asian Records and Research
Black Records and Research

L U N C H

1:00 P.M. . . . . Individual Research Projects for Participants

4:00 . . . . . Question and Answer Period

8:00 P.M. . . . . Program Evaluation, Director's Room, Utah Hotel Motor Inn.

Friday, June 14

Depart Salt Lake City according to individual schedules

FIELD EXPERIENCES

June 18 - 22 . . . . . Participants will engage in field experiences at appropriate locations

INSTITUTE ENDS